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ABSTRACT

The 49 member colleges in the Illinois Community College System provide annual reports on improvements in productivity to the state community college board. This document summarizes the improvements reported by the colleges for fiscal year 1996. Following a brief introduction, the first section reviews special focus issues for fiscal year (FY) 1996 related to the state's Priorities, Quality, and Productivity (PQP) initiative, discussing the development of college priority statements; the involvement of college Governing Boards in PQP initiatives; policies dealing with faculty development, reward systems, and evaluation; and improving occupational follow-up response rates. The second section highlights outcomes for FY 1996 from quality enhancement and productivity activities at the community colleges, focusing on instructional programs, academic program review, student and academic support functions, administrative functions, and public service functions. The next section provides brief summaries of 28 state-level accountability and productivity initiatives for FY 1996, including efforts related to an Access and Opportunity Task Force; data collection on licensure rates; the implementation of accountability, teaching/learning, and workforce preparation awards; the creation of Internet listservs; the Illinois Articulation Initiative; the enactment of state legislation related to adult education; and the Illinois Human Resource Investment Council. The final section presents a summary and conclusions. Data tables on FY 1996 outcomes are appended. (HAA)

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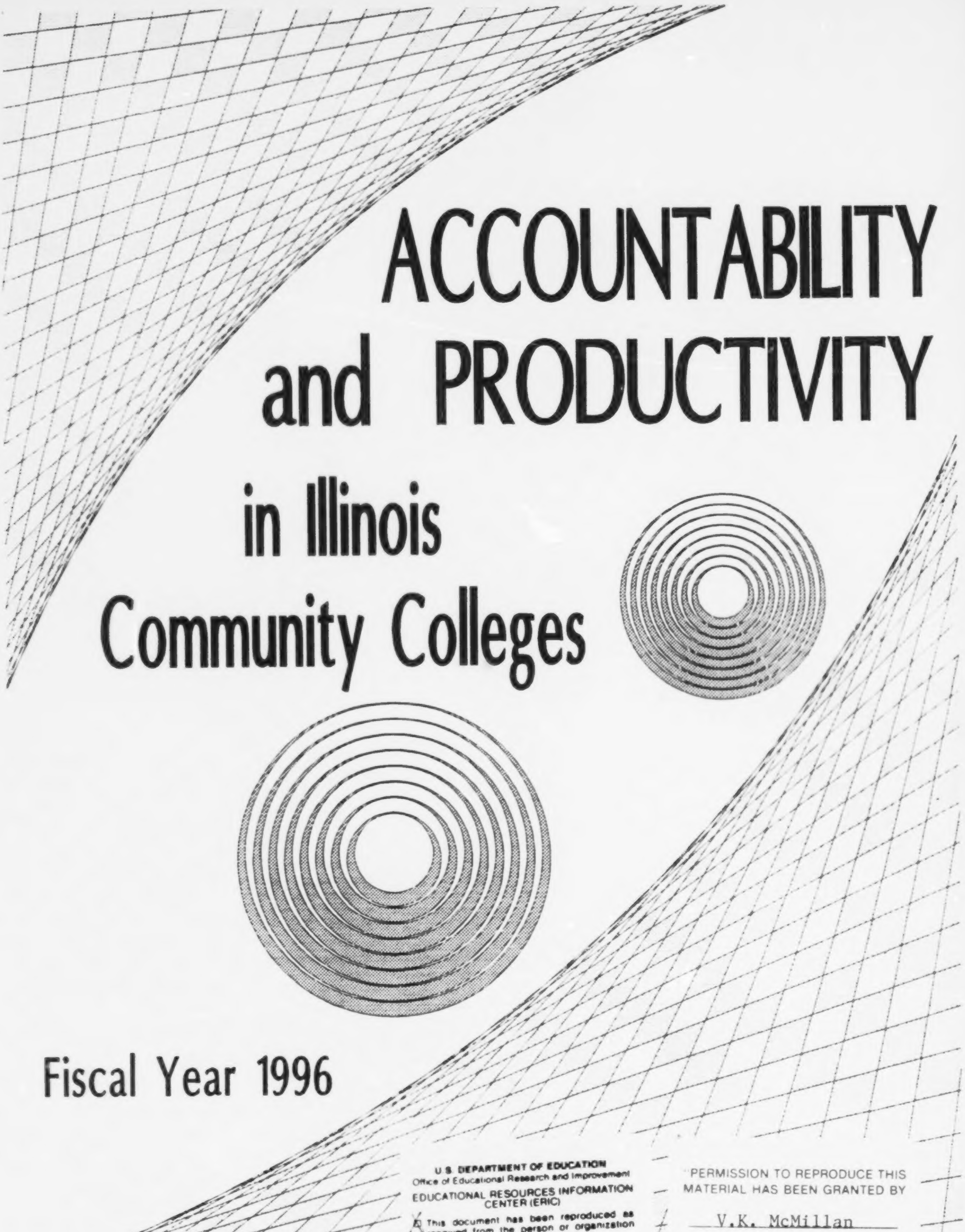

ACCOUNTABILITY and PRODUCTIVITY in Illinois Community Colleges

Fiscal Year 1996

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ACCOUNTABILITY AND PRODUCTIVITY
in Illinois Community Colleges
Fiscal Year 1996

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ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1996

Introduction

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 49 public community colleges in their *Priorities, Quality and Productivity/ Program Review Reports*. PQP and Program Review are parallel initiatives. Both are designed to achieve the common goal of assuring that high-quality, priority programs and services which are central to the college's mission are strengthened. Three years ago, the ICCB dovetailed the PQP reporting process with Program Review. Therefore, this report to the Board and system is organized to also show the complementary nature of the two very important accountability initiatives. Program Review provides an in-depth analysis of targeted programs and services to determine the extent to which they are meeting their intended purpose and their current viability in terms of need, quality, and cost. PQP emphases the extent to which programs and services contribute to an institution's mission and its priorities.

The report consists of three major sections: Priorities, Quality, and Productivity Special Focus Issues; Results of Fiscal Year 1996 College PQP/Program Review Activities; and State-Level Activities. Within the broad area are subsections. The PQP Special Focus Issues this year include the following topics: college priorities, governing board involvement in PQP, faculty roles and responsibilities, and enhancing occupational follow-up response rates. Results of Fiscal Year 1996 College PQP/Program Review Activities examines 24 occupational/vocational program areas, seven academic disciplines, adult and developmental programs, support services, and other programs. The PQP/Program Review section includes an overview of the area; an analyses of any related low enrollment programs and provides information about programmatic strengths, planned improvements, and innovations; the institution's academic and student support service functions; overall academic function; administrative functions; and public service functions. The appendices contain program review tables.

Capturing the essence of the 49 colleges' accountability, productivity, and quality enhancements is challenging. Illinois' comprehensive community colleges provide access and opportunity to diverse students, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transfer, and students who need to sharpen their basic academic skills. The activities summarized in the following pages illustrate the community college system's responsiveness to changing times and conditions, while continuing to offer high-quality, affordable education to the citizens of Illinois very close to home.

PQP Special Focus Issues for Fiscal Year 1996

Each year in addition to their regular Program Review/PQP analyses focusing on instructional, overall academic, administrative, student and academic support, and public service functions, the colleges are asked to address some specific issues that have been identified during the state's review of the colleges' previous reports or state-level analyses. During fiscal year 1996, four focus areas were identified either in the Illinois Community College Board's *1995 Accountability and Productivity Report for the Illinois Community College System* or the Board of Higher Education's *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96*. These areas include **college priorities, governing board involvement, faculty roles and responsibilities, increasing occupational follow-up response rates, initiatives to improve articulation in selected occupational programs, and demonstrating the need for selected occupational and low enrollment programs**. Initiatives to improve articulation, need for selected programs, and low enrollment programs are addressed within the instructional programs productivity and quality enhancement section of the report. Discussion of the first four items follows.

College Priorities

The Board of Higher Educations's *Priorities, Quality, and Productivity of Illinois Higher Education: Recommendations for 1994-95* asked the colleges to develop priority statements to guide college-level decisions about productivity improvements, program development, and budget allocations. Its *Recommendations for 1995-96*, reinforced this directive and encouraged colleges and their governing boards "to continue to engage the campus community in refining priorities and using them to make resource allocation and program decisions; focusing instructional priorities on improving the quality and productivity of academic programs; achieving productivity improvements in administration and support services, research, and public service; examining the academic quality and productivity of the campus as a whole; and working with other institutions and through regional consortia to promote cooperative offerings and the sharing of resources."

The colleges were asked to report on their updated Priority Statements concentrating on new and ongoing initiatives at the colleges. These statements focus on specific, short-term objectives derived from, and consistent with, the college mission. As was noted last year, there were common themes that ran throughout the community colleges' priorities statements. The ten most common themes from last year were repeated during this year's priority setting: **teaching/learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, technology, and resources**. In addition, new themes such as **strategic planning** and **globalization** became more apparent during this past year. These new themes are addressed below followed by a summary of the carryover themes.

Strategic Planning. Several colleges noted either developing a comprehensive strategic plan for the first time or modifying an existing strategic plan to meet changing needs. For example, Shawnee Community College created a strategic plan which will focus on student assessment, student success, utilization of technology for instructional and student services, staff development, physical facilities, and fiscal concerns.

Both Danville Area Community College and College of DuPage are developing plans which allow their institutions to better adapt to change with their strategic planning process continuing to be a major point of emphasis. Danville is developing a plan to reengineer the instructional area of the college and to create a team to develop rapid response strategies and guide the process of change. The College of DuPage has focused its attention on the planning process as a major point of emphasis and has established objectives to:

- emphasize the educational mission;
- increase participation and collaboration;
- integrate all institutional planning efforts;
- link planning and budgeting; and
- provide measurable outcomes.

Illinois Valley Community College is developing a strategic plan at the request of its board of trustees which will take the college into the 21st century.

William Rainey Harper College placed high priority on implementation of the third year of their Operations Analysis Process and preparation of the initial set of institutional effectiveness goals for the college.

Globalization/Internationalization of Curriculum. Another common emerging topic which builds on the diversity theme identified last year was globalization of the curriculum and the awareness of the international community. For example, Highland Community College and Kishwaukee College supported international trips to several countries, including China, England, Scotland, and the Netherlands. These trips supported activities promoting women's issues, instructional exchange programs, and the presentation of scholarly papers to international experts.

One of Rend Lake College's fiscal year 1997 priorities is to foster global awareness and understanding by expanding its international studies and emphasizing multiculturalism in its curriculum. Joliet Junior College, Moraine Valley Community College, Rock Valley College, Elgin Community College, and Lincoln Land Community College are also in the process of introducing international/global education across their curriculum. John A. Logan College is offering stipends each year to faculty to develop more international courses or add internationalized modules to existing courses.

Black Hawk College is in the process of developing an International Trade Certificate, while Richland Community College has a goal of developing and funding an International Business instructional program. Prairie State College plans to build a program that will recruit international students and support their special needs. The college will hire an International Students Coordinator.

Teaching/Learning. As with last year, every college included priorities that could be considered related to the teaching/learning process. The common areas of focus remain assessment and technology. The need to provide increased access through effective methods of delivering quality instruction and services is a critical priority. Improving articulation is also an area that is seen as a priority. Following are some examples of the colleges' teaching/learning priorities.

Southeastern Illinois College will develop a plan to evaluate the quality of off-campus and part-time instruction.

Spoon River College is creating open-entry/open-exit programs and offering accelerated educational opportunities for high school students, home schooled, and home bound learners.

John Wood Community College is enhancing its data systems for institutional planning and revising course syllabi to ensure that all are expressed in performance-based form by the end of fiscal year 1999.

Danville Area Community College is one of many colleges citing the expanded use of distance learning technology throughout the district as an avenue for enhancing teaching and learning.

Student Access and Success. Developing assessment strategies to track student success was a primary topic. Expanding the use of technology and developing comprehensive marketing efforts were highlighted. Also, the identification and remediation of "at risk" students was an area of focus. For example, Triton College established a monitoring system to identify academically "at-risk" students and provide them with comprehensive counseling and appropriate support services to increase retention. Likewise, Carl Sandburg College was one of several colleges implementing a program for assessing and documenting student academic achievement. McHenry County College is completing its tracking system which was started early in the PQP process and for which the college was given an award in accountability by the ICCB.

Colleges within the City Colleges of Chicago system identified several priorities in terms of student access and success. For example, Richard J. Daley College will coordinate all pre-collegiate programs in order to facilitate the transition of students to credit and career programs. Kennedy-King College will institute a collegewide system to improve the employability of completers. Like Daley, it also is developing models for matriculation of students from Dawson/Washburn, the Alternative High School, GED, and continuing education programs into college degree programs.

Improved Services. In the area of services, flexibility and adaptability to students' needs were of high importance. The need for all employees of the college to become more service oriented was mentioned several times. Improvement of student service facilities and "user friendliness" were stressed. Following are examples of priority statements pertaining to enhancing student services.

Metropolitan Community College will create a student assessment center to ensure proper testing and placement of students into academic courses required in their chosen field of studies. It will also determine the need for evening degree programs.

Kaskaskia College will create a Customer Service Center and Highland Community College will coordinate its Career Center with its Education and Training Center.

Moraine Valley Community College will further develop a customer service program directed to administration, support staff, and faculty, thus acknowledging everyone's role in creating a responsive and friendly institution.

Workforce Preparation. Workforce preparation priorities for most colleges included the Education-To-Careers/School-To-Work initiative. The marketing of training to business and industry is a high priority.

South Suburban College will develop an Education-to-Careers (ETC) partnership that will direct a seamless school-to-work learning environment using local businesses, elementary and secondary schools, and community-based organizations as partners. Other colleges specifying ETC and One Stop Shop involvement as high priorities were Kishwaukee College, Lake Land College, Belleville Area College, Wilbur Wright College, and Oakton Community College.

Rock Valley College is participating in the state's efforts to secure and implement a National Institute for Science and Technology (NIST)-supported Illinois Manufacturing Extension Center award where the college will be the extension center serving northern Illinois.

Diversity. The removal of barriers to enhance diversity efforts continued to be a widely held priority theme. Multicultural and multigenerational activities were highlighted. Staff diversification efforts were also a recurring theme. Illinois Central College exemplified several colleges' statements when indicating that it would initiate a committee on access, equity, and cultural diversity to more fully address problems of minority recruitment and retention.

Community Building. Partnerships in all forms were stressed in this area. The use of college facilities to help build community relationships was highlighted by several colleges. Metropolitan Community College intends to establish formal agreements with the Illinois Institute for Entrepreneurship Education and the Illinois Department of Public Aid to develop and expand programs for persons seeking to start their own businesses and for single mothers who are receiving welfare subsidies. Sauk Valley Community College will expand partnerships, continue the college's role as a community resource through cultural and athletic events, and provide quality preschool care. Morton College will continue the Career Fair for eighth graders cosponsored with the Cicero Chamber of Commerce's Education Committee.

Communications. Several districts have goals/priorities statements relating to communications. Augmenting communications through the use of technology was the most frequently mentioned priority in the communications area. Improved signage and the adoption of belief statements to create the college image were also mentioned. Others identified specific program aspects on which to focus. For example, Kishwaukee College plans to increase marketing efforts of the Illinois Satellite network through newsletters and brochures. Others are taking a more holistic approach - Waubonsee Community College will review all college literature and advertising in relation to the general college image and establish a plan for the conveyance of college values to employees, students, and the public.

Leadership. The importance of providing leadership activities to the community was the priority in this theme. For example, Danville Area Community College will continue programs and services that provide leadership for the area's economic development. McHenry County College will implement the first year of the Academy for High Performance Manufacturing Leadership. Black Hawk College has developed a Leadership Institute and has had significant roles in the Leadership for Henry County and the Quad City Chamber of Commerce Leadership programs.

Each year Oakton Community College sets aside a stipulated amount of money from the operating budget for special projects which are funded on an annual basis. These Excellence Funds, amounting to approximately $318,000 per year, are used for activities such as providing special services to students, expanding assessment and testing, supporting internationalization of the curriculum, underwriting community programs, and other efforts. The strength of the Excellence Funds is that they enable the college to respond to emerging needs and to undertake unique projects, sometimes on a pilot basis, without building funding into the ongoing budget of the institution.

Technology. Expansion of technological expertise in all areas of college life was the most common recurring theme for all but a few colleges. Training in the latest technology is a major issue, especially for faculty, to ensure that the colleges are serving the needs of their constituencies. Long-range plans are being developed for implementation of video, data (internet), and voice technologies. Kaskaskia College, Sauk Valley Community College, Richland Community College, and Triton College each placed high priority on the development of a technology plan.

Resources. A recurring issue through almost all priority statements was a section devoted to facilities expansion, improvement, or renovation. A second recurring issue was the growing concern for health care costs and the need to monitor these expenses more closely. A third recurring issue was the idea of operating more efficiently, redirecting funds to high demand areas, and aggressively pursuing additional streams of income such as grants, private funding, and increasing Foundation support. For example, one of Carl Sandburg College's priorities is to establish and maintain a competitive compensation program to enable the college to attract and retain a quality work force. Carl Sandburg College, like several other colleges, will also expand efforts to attain external/grant funding. Kaskaskia College has set as a priority the pursuit of at least five new revenue sources to improve the financial viability of the college. Kaskaskia's employees will also intensify efforts to reduce, re-use, and recycle to save money.

Governing Board Involvement

In the report, *Priorities, Quality and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96*, colleges and universities were asked to address how governing boards are involved in integrating the Priorities, Quality, and Productivity initiative into their planning, priority setting, budgeting, and program approval and decision making processes.

> While the Board can strongly influence priorities and productivity improvements, the identification and implementation of specific productivity improvements ultimately depends upon efforts of governing boards and colleges and universities and requires commitment and involvement at all levels within higher education. (IBHE Press Release, November 15, 1991, p. 2.)

The colleges consistently responded that their local governing boards are actively involved in integrating the underlying philosophy of the PQP/Program Review/Accountability initiatives into their procedures and processes. Local community college board members and officials focus on cost effectively and efficiently providing high-quality programs and services that meet the needs in their communities.

The colleges highlighted a variety of approaches being used to integrate PQP/Program Review and Accountability into their processes and procedures, including:

- ongoing oversight of college PQP/Program Review and Accountability submissions;
- board retreats;
- the board's subcommittee structure; and
- the board's budget approval authority.

Oversight of College PQP/Program Review and Accountability Processes and Submissions. It is a widespread practice for the local board of trustees to have input into the PQP/Program Review plan and the resulting report. Several colleges specifically mentioned consulting with their local board before forwarding the final PQP/PR Report to the ICCB. For example, at Black Hawk College:

> The 1996 PQP/PR Report will be reviewed by the Board of Trustees prior to its submission. The Board's input and editorial direction will guide the final revision of the document. (Black Hawk College)

At the College of Lake County, a similar process is followed. Lake County officials go on to describe the manner in which PQP/Program Review is integrated with other college processes:

> The local Board of Trustees annually reviews the college's PQP/Program Review Report prior to its submission to the Illinois Community College Board. Information from the report, along with other information developed through the college's planning process, becomes the basis for Board decisions about institutional priorities and budgets, including program development and withdrawal, faculty and staff appointments and policy development. (College of Lake County)

Similarly, local trustees receive and review copies of statewide PQP/Program Review reports produced by the IBHE and ICCB. Board members and administrators show a sincere interest in examining the local applicability of initiatives being used elsewhere to reduce costs and enhance quality.

Board Retreats. Board retreats are described as an important mechanism for extended communication about college priority programs and services, examining emerging opportunities and potential threats, and discussing budgetary allocations and reallocations. Carl Sandburg College emphasized the importance of the retreat in establishing the college's direction.

> The planning process evolves from a board retreat normally conducted twice per year when the time is strictly set aside to concentrate on planning and priority setting. ...The administration uses this information to develop tentative goals and objectives which are reviewed by a committee of the faculty, finalized, and presented to the board for adoption. The goals are then utilized by all levels of

> the college to develop a tentative budget which is also presented to the board for approval. (Carl Sandburg College)

Throughout Sandburg's process, the board has the opportunity to provide input and guidance as refinements are made.

Sauk Valley Community College succinctly stated the outcomes of its most recent board retreat. In conjunction with its administrative staff:

> The board established vision and direction for strategic planning, productivity and priority setting, and the related budgeting matters. (Sauk Valley Community College)

Board retreats are widely used vehicles for allowing the board and top administrative staff to collaborate in the development of plans for the college's future. The Moraine Valley Community College response included a brief description how the board retreat fits into the overall operation of the institution:

> At that retreat, the board, with the executive leadership of the college, sets general priorities and directions for the college for the next few years. These directions are then integrated into the college's planning process as broad general goals that then form the basis for divisional initiatives. Any initiative that requires a significant expenditure of funds is presented to the board for their information, discussion, review and approval. (Moraine Valley Community College)

Similarly, at Richland Community College, planning and budgeting are focal points of the retreat.

> At the 1995-96 Retreat, the Board and Administrative Council discussed the development of a combined institutional plan and budget document for the upcoming year. The retreat agenda included an examination of the benefits of conducting environmental scanning for the college's district to help in the planning of program development and financial support. ... The Board of Trustees' retreat sessions are a continuous part of the detailed planning and quality assessment conducted at Richland Community College. (Richland Community College)

While the frequency of retreats and approaches taken vary somewhat among institutions, the underlying purposes regularly include allowing top administrators and the board an extended period of time to review progress made to date, discussing the mission and preferred future, examining opportunities and challenges facing the college, and establishing a framework for moving the institution forward. Black Hawk College, Danville Area Community College, Highland Community College, Illinois Central College, Kankakee Community College, Kaskaskia College, College of Lake County, Lincoln Land Community College, McHenry County College, Moraine Valley Community College, Rend Lake College, Richland Community College, Carl Sandburg College, Sauk Valley Community College, Shawnee Community College, Southeastern Illinois College, Waubonsee Community College, and John Wood

Community College all mentioned the role board retreats play in priority setting, planning, budgeting, and integrating initiatives.

Board Subcommittee Structure. Creating a subcommittee structure is a common approach used by boards of trustees to allow regular board meetings to proceed at an orderly pace while providing additional opportunities for the thoughtful examination of priorities and issues by selected board members who have developed expertise in particular areas. Several institutions remarked that the board's subcommittee structure is useful in helping to monitor progress in meeting priority goals and objectives. Metropolitan Community College, Moraine Valley Community College, Oakton Community College, South Suburban College, and John Wood Community College officials specifically mentioned the important role board subcommittees play in integrating and advancing college initiatives. For example, at South Suburban College, a subcommittee helps develop potential modifications to college policies and procedures and the Oakton Board's Finance Committee follows issues in this area.

> Based upon monthly input, the Policy Committee of the Board of Trustees meets to consider changes in goals, objectives or policies and recommends action to be taken by the full Board. (Richland Community College)

> The finance committee works closely with the president and vice president for business and finance to monitor budgets and expenditures and to encourage installation of productivity tools such as direct deposits and on-line requisitions and ordering. (Oakton Community College)

Board subcommittee representatives in conjunction with the appropriate administrative staff dedicate significant effort to developing the issues for the full Board's consideration. Both standing and ad hoc subcommittees are frequently used across the system.

Board Budget Approval Authority. Several colleges alluded to the substantial influence the board has in establishing resource allocations through its approval of the annual budget as a key method of seeing that priority programs and services receive special consideration. Officials at Rock Valley College indicate that the budget and the PQP/Program Review processes are completed as parallel initiatives.

> As the PQP process evolves and revisions, additions, and or deletions in programs and services are identified, the budget is adjusted accordingly. (Rock Valley College)

Similarly, in the Kishwaukee College report, officials noted that:

> Board involvement in the integration of college annual priorities as it relates to the annual budget is a very important part of our process at Kishwaukee. (Kishwaukee College)

According to McHenry County College, the linkages between planning and budgeting are very close:

> The College Board of Trustees has been deeply involved in the formulation and annual revision of a five-year financial plan for the institution. All major decisions of the Board are guided by this five-year financial plan and the mission of the college. (McHenry County College)

Finally, the College of DuPage report echoes these sentiments as it is the board's prerogative to assure that the proper alignment exists between planning, priority setting, and implementing or continuing initiatives.

> ...Planning efforts serve as a basis for establishing institutional priorities, linking planning and budgeting, and decision-making around new program development and the discontinuance of existing programs. The Board has the ultimate ability to influence all of these efforts when it approves the institution's budget each year.
>
> It is important that the Board insist that planning is done, that they ensure that this effort is done well, and that they have the opportunity to review significant planning efforts in a fashion which allows them to offer advise and council on key issues. (College of DuPage)

Boards Represent the Community. Local boards are a strength of the community college system. They provide a strong link between the college and the communities they serve. The board helps to assure college programs and services reflect community priorities. Various approaches were mentioned as useful mechanisms for assuring that college offerings are aligned with community needs, including examining labor market information reviews, evaluating the results of environmental scans, and conducting force field analysis (strengths/opportunities/ opportunities and threats). While the benefits of board member community representatives for the institution are widely appreciated, a few colleges specifically mentioned the importance of this connection in their reports.

> Taking the pulse of the community is a key way the Board governs. (Parkland College)
>
> The sharing of information was very productive as it allowed the viewpoint from a community perspective from the Board of Trustees, as well as the viewpoint from the administrative personnel involved on a day-to-day basis. (Richland Community College)
>
> Board members represent the institution in a variety of external groups, hearing what community residents and employers say about the College and feeding this information back, through the president, further shapes priorities, programs, and financial decisions. (Oakton Community College)

Soliciting recommendations from advisory groups, including local practicing professionals as part-time faculty, forming task groups to address specific topics, and conducting surveys and/or focus groups are all employed by community colleges to stay in close contact with the communities they serve and address area priority needs. However, trustees provide a critical link to the people of the district and their positions as policymakers have a direct impact on the institution's future development.

Faculty Roles and Responsibilities

Central to the mission of every community college is the provision of an environment that supports teaching and learning to its fullest extent. Faculty development, reward systems, and methods of evaluation are designed to improve the quality of instruction. Across the board, faculty policies and procedures tend to support college missions, priorities, and goals.

All community colleges extend opportunities to faculty to enhance their skills. Such opportunities often take the form of organized professional development workshops or conferences. This past year's **faculty development activities** highlighted in the colleges reports focused on topics closely related to college priorities. For example, prominent themes from college priority statements, such as teaching/learning, technology, workforce preparation, globalization, and diversity, were strong among the apparent themes. In fiscal year 1995, South Suburban College created the Office of Instructional Technology and placed it adjacent to the Faculty Development Office. Staffed by a faculty member with release time and equipped with the most recent software and hardware upgrades, this office serves to develop faculty skills in instructional technology. Using small workshops or working on a one-to-one basis, the office provides technology instruction and assistance to faculty.

Almost all of the colleges provide extensive week-long **orientations** for new faculty, usually at the beginning of each semester. During this time, a variety of programs that emphasize college goals are presented to full-time faculty. Many institutions now provide orientations for part-time faculty as well.

One of the most exciting innovations is occurring at a growing number of colleges where **Centers for Teaching and Learning** have been established to assist faculty develop curricular materials, refine teaching techniques, and learn new instructional technologies. For example, each campus of Black Hawk College has a Teaching/Learning Center. Three full-time faculty are given "release" time to work with other faculty in the development of teaching materials and strategies. Access and training are provided for state-of-the-art technology. Moraine Valley Community College's Center for Faculty and Program Excellence develops workshops, seminars, and instructional support for full-time and adjunct faculty. Funds are allocated to the Center from the college's general fund and the Center is provided a percentage of revenues from the Business and Industrial Technology Institute. These latter funds are directed at providing technology training for faculty.

Mentoring programs assist new full-time and part-time faculty. At Elgin Community College, full-time faculty are paired with nontenured faculty. The full-time faculty mentor disseminates information, provides educational support in the subject area, and is responsible for making a classroom observation and evaluations. Between 1992 and 1994, a formal mentoring program was planned at Parkland College with a successful pilot program offered in 1995. Parkland's Center for Excellence in Teaching and Learning works with department chairs and program directors to support mentors and the mentored, offering orientation sessions, holding discussion sessions, collecting data, evaluating the program, and sharing results in the faculty newsletter.

Mentors, who receive an honorarium of $200 for each instructor mentored, must have at least three years of teaching experience and consistently high student evaluations.

Colleges have developed **reward systems** to encourage faculty to increase knowledge of their subject area and the teaching/learning process and for developing innovative programs. Stipends, tuition reimbursements for advanced study, sabbaticals, faculty recognition awards, and release time were mentioned in college reports. Several colleges, such as Southeastern Illinois College, offer competitive mini-grants to be used for a variety of projects to improve instruction. Kishwaukee College promoted the development of international curricula by offering opportunities to more than half the faculty. Some chose release time and others participated in foreign exchange programs.

Colleges were asked to provide information on how tenure, promotion, and salary policies promote the college's mission, priorities, and objectives. First, it should be noted that community college districts abide by state law which sets parameters for granting tenure (110 ILCS 805/3B). In addition, there are specific sections of law dealing with dismissal of nontenure faculty members, dismissal of tenured faculty members for cause, and reduction in number of faculty members. Other statutes (115 ILCS 5) provide for the right of community college employees to bargain collectively. Faculty, in all but three of the 40 community college districts, belong to collective bargaining units and have contracts specifying negotiated policies dealing with tenure, compensation, and promotion. These contracts usually contain incentives for furthering expertise and contributing to the mission and goals of the college.

Although colleges work within these state statute guidelines, the processes used to comply with the laws are rigorous and individualized among the colleges. Faculty evaluation processes play a major role in tenure, promotion, and salary decisions.

All colleges reported that **tenure criteria** focus on teaching competence, but the evaluation process for tenure differs from institution to institution. For example, Belleville Area College uses a committee of peers to work with new faculty for the pre-tenure period to enhance and improve the new faculty member's ability to teach at the community college level. When a faculty member is recommended for tenure, he/she has undergone a thorough in-service activity, and is well oriented to the community college teaching process.

Most colleges indicated that **evaluations** of nontenured faculty instruction are summarized each year and consist of a variety of measures to ensure that a thorough assessment of the faculty member has taken place prior to tenure decisions. Annual evaluations determine contract continuation. Some institutions rely on more than faculty evaluations. For example, at John Wood Community College, faculty are not only evaluated on their teaching performance but also on total job performance. At Triton College, all credit and noncredit programs have faculty evaluation systems in place, although according to the college's report, adjunct faculty evaluation may be less comprehensive, relying principally on student ratings. Illinois Valley Community College noted that tenure is not automatic. At Illinois Valley, teaching is evaluated between 17 and 20 times by supervisory personnel during the three-year nontenure period.

Promotion and compensation policies are provided for in faculty contracts and are usually based on high standards of performance; therefore, not only is tenure tied to faculty evaluations, but so are faculty salaries. Triton College indicates that the faculty contract specifies an in-depth evaluation of each faculty member every four years to ensure the quality of instruction. Components of the evaluation include student ratings of instruction, chair and dean classroom observations, departmental assessment, and self-assessment. Likewise, Morton College relies on the strength of evaluations by peers, administrators, students, and self-evaluation processes for its decisions in order to maintain the high teaching standards referred to in the college's mission statement. Continuing education affects salary increments as well. For example, many colleges require successful completion of graduate courses for advancement to a higher salary track; however, longevity still plays a role in these decisions.

Colleges were asked to indicate what types of incentives are available to encourage faculty **scholarship and research** and to describe the types of materials faculty have produced during the past year. Incentives ranged from professional development leaves to financing of special projects. Incentives similar to those mentioned earlier in the rewards section were highlighted by the colleges. Incentives are available for both full-time and part-time faculty. For example, Danville Area Community College has established a Part-Time Faculty Academy to serve as a training and development tool for the adjunct instructors. The goals of the Academy are (1) to enhance and improve the quality of existing part-time faculty members and (2) to create a pool of potential part-time faculty members with training in specific areas beneficial to the college and the faculty member. Among other rewards, participants that complete at least four Academy workshops and have taught part-time two or more semesters will be paid an additional $25 per credit hour to acknowledge their commitment to improvement of their instructional skills.

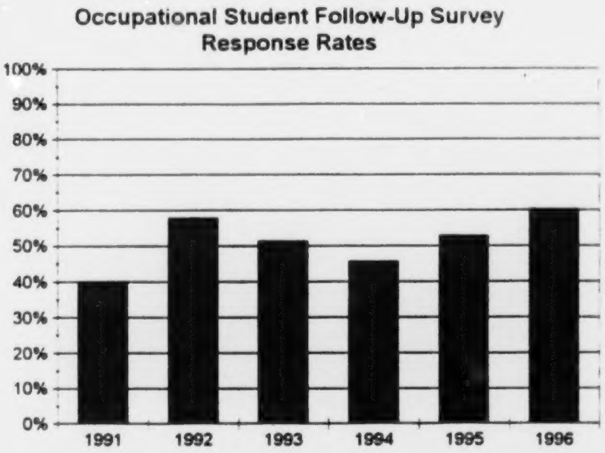
In addition to sabbatical leaves, many colleges have special funds to pay tuition and other approved educational expenses for professional development activities. William Rainey Harper College's Education Foundation provides at least $20,000 per year for annual Teaching and Learning Grants. Division budgets support faculty travel and permit attendance at professional conferences and meetings which supplement individual allocations for annual professional development.

The extent of **scholarly activities** at community colleges is very broad. In their reports, colleges provided information on activities in which faculty were engaged during the past academic year. These included workshop presentations, conference presentations, musical and theatrical performances, exhibitions of visual art, completion of degrees, field research, and publications including articles, subject-specific study guides and annotated bibliographies, and consulting with businesses and organizations.

Improving Occupational Follow-up Response Rates

Each year community colleges survey graduates from a specific group of occupational programs to gain a student perspective on the effectiveness of the training they received. The 1995 follow-up study encouraged colleges to set higher benchmarks for their response rates and, in their PQP/Program Review reports for fiscal year 1996, colleges were asked to describe current and planned enhancements to track nonrespondents.

The graph to the right shows fluctuations in the percent of occupational students who returned surveys during the past six years. It points out that colleges responded positively to ICCB's request to set higher benchmarks as response rates improved nearly 8 percent over 1995 figures. An even greater improvement can been seen (+20.1 percent) when comparing response rates between fiscal years 1991 and 1996 when the survey was conducted for graduates from the same group of occupational programs.


Occupational Student Follow-Up Survey Response Rates

All colleges make multiple contacts with students using a wide variety of tactics, with varying degrees of success. Dillman (1978), Salant and Dillman (1994), and Dran, Baj & Krankavitch (1995) stress the importance of specific follow-up procedures with individuals who do not respond to the initial survey mailing. Typically, colleges rely on several mailings and telephone calls. Several colleges go on to contact directory assistance, relatives, or fellow classmates in an attempt to reach those students who have relocated.

In their responses to this focus question, colleges identified a number of major impediments to achieving a high return rate. A primary problem is that the longer colleges wait to survey students, the more difficult they are to locate. At the same time, the timing of the survey should allow graduates sufficient amount of time to locate a position after graduation. Therefore, many colleges decided to survey their students earlier; e.g., within six months of graduation. Even if students had relocated, the survey would still fall within the timespan that mail is forwarded to a new address. Danville Area Community College implemented three survey cycles during the year which enabled staff to follow-up on graduates from each semester, a step partly responsible for the college's increased response rate from 51 percent to 76 percent over the last six years. Lake Land College split the survey into two parts. Part one of the survey is conducted one month prior to graduation, addressing questions pertaining to college services and instruction. Students are informed that they will also receive another survey in a few months regarding questions relating to employment and training.

Another major problem colleges identified was not having current student addresses. To some extent, this can be resolved by conducting surveys earlier ~ while the student's latest address is most likely to be useable. Additionally, some colleges conducted exit interviews to obtain a current address, often requesting a permanent address of a family member or friend as well. Several institutions requested current address information on applications for graduation and used this list to prepare mailing labels for the survey. Faculty were also good sources of current information on the location of students, since some students remain in contact with their instructors. Alumni associations also served as a viable source for locating and contacting students.

A third difficulty is students' lack of willingness to respond. Elgin Community College asked nonrespondents for feedback on this issue. Staff learned that students thought the survey was too long and complicated, and they were concerned about confidentiality. Other colleges also identified survey length and confidentiality as problems, along with students' lack of understanding concerning the importance of their response. With these problems spelled out, colleges indicated they could take specific steps, such as ensuring that students understand the importance of their response and how results would be used by discussing this during orientation sessions, exit interviews, and final class sessions. Others reported plans to condense the survey and package it more attractively so that it appeared more "user friendly" and less time consuming to complete.

Within the more traditional approaches, there are a number of effective tactics that can be used. For example, mailings were often strengthened by adding postcard reminders or keeping the contacts closer together and more frequent. Many colleges believed that a personal touch, such as a cover letter or phone call from the student's faculty or program coordinator instead of from the research office, was highly effective in generating a response. Colleges reported that it is critical to use phone contacts to follow up on mailings. College of DuPage reported that its response rate was 48 percent after three mailings, but a 79 percent response rate was achieved with the addition of telephone follow-up. Numerous colleges indicated that phone contacts need to be tried at various times of the day and evening and that directory assistance can be a good source of current phone numbers. One college reported locating graduates by cross checking the list against its current enrollments and found many who had reenrolled.

A few nontraditional approaches were suggested. Several colleges reported considering or using innovative incentives, such as making survey responses received within three weeks eligible for a $25 cash prize.

The colleges' reports revealed a number of attributes critical to attaining higher response rates:

- **Persistence:** Colleges typically indicated that it takes several attempts to obtain a response and that persistence is the key to success. William Rainey Harper College reported that training staff in phone interviewing and being diligent in making contacts yielded a consistently high response rate of 80-88 percent between 1991-1995. Colleges also indicated that adequate resources are critical to achieve desired results. Some colleges have begun using outside contractors to contact students with mixed results. As an incentive, some colleges arrange payments based on the number of completed surveys collected.

- **Multifaceted Approach:** The second attribute is having a multifaceted approach. This applies not only to combining mail and phone contacts, but also in addressing problems of timing, locating addresses, and encouraging student responses. In this regard, many colleges found that committees comprised of staff from various college divisions were helpful to identify and solve problems and establish internal links which could benefit the overall process. For example, Highland Community College used a committee of staff from the career center, data processing, occupational programs division, and student services to identify improvements.

- **Setting a High Benchmark:** A third and perhaps most critical attribute is setting an institutional goal to achieve a high response rate and persisting until the benchmark is reached. Morton College set its benchmark at 75 percent, which it exceeded in the most recent follow-up study. While there are not firm state standards for benchmarks, a response rate of at least 70 percent is recommended. Typically, ICCB will not use data for cohort groups with less than a 50 percent response rate.

Analyses of PQP/Program Review Results
Fiscal Year 1996

This section of the report highlights quality enhancement and productivity activities and initiatives taking place at community colleges in the general areas of instructional program, overall academic, academic and student support, administrative, and public service functions. Priorities, Quality, and Productivity initiatives continue to serve as a focal point of the college reports which concentrate on quality enhancements and reallocations achieved during the past year. Table 1 provides aggregate dollar figures reported by colleges in their report sections focusing on Priorities, Quality and Productivity initiatives. Estimates of the annual and long-term savings from improvements and targets for reallocations were requested. However, exact dollar figure were not readily available for many productivity initiatives. Consequently, reported dollar amounts should be interpreted with caution since the accounting of resource reallocations and benefits is not complete. Reported dollar figures include a combination of estimated cost benefits, revenues generated, and reallocations. Generally, they do not represent available dollars since savings in one area have been reinvested to support higher priority programs and services.

Table 1

PRODUCTIVITY IMPROVEMENTS IN ILLINOIS COMMUNITY COLLEGES
AGGREGATE DOLLARS REPORTED

Initiative	Annual Targeted Investment	Annual Reallocation	Projected Targeted Investment	Projected Reallocation
Support Services	$6,500,000	$800,000	$21,700,000	$1,600,000
Overall Academic Function	22,300,000	2,600,000	70,400,000	9,000,000
Administration	14,000,000	5,100,000	32,000,000	15,700,000
Public Service	2,700,000	700,000	5,200,000	2,200,000
Instruction	8,400,000	3,700,000	12,900,000	4,800,000
TOTALS	$53,900,000	$12,900,000	$142,200,000	$33,300,000

Instructional Program Review Productivity and Quality Enhancements

Teaching and learning is the central focus of the Illinois community college system and the evaluation of instruction is the area where the commonalities between the PQP and Program Review processes are most evident. Program Review is an integral part of the PQP process. Conclusions reached from an examination of need, quality,and cost provide the underlying information for setting priorities, assuring instructional quality, and strengthening productivity. Colleges reported nearly 800 initiatives aimed at enhancing program quality and cutting costs. Initiatives aimed at improving instructional productivity and quality at the colleges resulted in an estimated $3.7 million in reallocations this year and projected reallocations of $4.8 million over the next five years. Community college instructional productivity enhancements are included in the descriptions of programmatic strengths, planned improvements, and innovations in the following pages.

Numerous examples of effective programs were cited in fiscal year 1996 reports as colleges continued to evaluate programs based on need, quality, and cost-effectiveness; to strengthen accountability; and to merge the program review process with the PQP initiative. This section of the report also contains an analysis of selected low enrollment programs based on the five-year schedule and responses to specific focused questions as a result of the ICCB's occupational follow-up study.

Colleges evaluate all instructional, student services, and academic support programs at least once within a five-year cycle. In fiscal year 1995, community colleges reviewed a total of 737 occupational, 166 academic, 52 developmental and adult education, 103 student and academic support, and 27 other programs. A breakdown of this information by college appears in Appendix Table A-1.

Occupational Program Review. In recent years, colleges have focused their reviews on selected occupational programs. This approach provides a statewide perspective for specified program areas. Appendix Table A-2 summarizes the bottom line decisions that were made on occupational programs included in this program review cycle. Based on the program review outcomes, colleges can choose to (1) continue healthy programs, (2) significantly modify curricula to better address student or employer needs, (3) discontinue programs which are no longer viable, or (4) schedule programs for a subsequent review to address particular concerns such as low enrollment. During fiscal year 1996, improvements were made to 81 percent of the 737 programs, while 79 (or 11 percent) of the programs were identified for withdrawal. Sixty-three (or 9 percent) will be reassessed next year.

Appendix Table A-3 displays curricula which colleges have decided to eliminate based on their analyses. Rationale cited by the colleges include program consolidation, changes in employment demand, technological shifts, low enrollments, excessively high costs, or lack of sufficient faculty/staff/equipment resources. By discontinuing these programs, colleges are able to fund higher priority programs that more closely meet pressing community needs.

Each year colleges are requested to specifically address occupational programs which have fewer than ten students enrolled during the previous year. In this cycle of programs, a total of 42 low enrollment programs were identified at 26 of the 49 institutions. Ten of the 42 programs were removed from the list due to increased enrollments. From their evaluation of the remaining 32 programs, colleges reported that 13 will be inactivated or withdrawn, four will undergo a subsequent review during the next fiscal year, and 15 curricula will be continued. In the text below, information is provided which explains each college's decision on low enrollment programs.

As a result of the follow-up study on 1994 graduates, colleges were asked to give special attention to (1) the need for Auto Body Repair and Diesel Engine Repair Programs and (2) the level of articulation and efforts to develop or improve it for graduates of the following programs: Mental Health Services, Social Services, Small Business Management, Hotel/Motel/Restaurant Management, and Human Resources Management.

Agricultural Mechanics. Eight colleges offer agriculture mechanics programs with a total statewide enrollment of slightly over 200 in fiscal year 1995. The one low enrollment agriculture mechanics program was discontinued. Statewide, the outlook for agricultural mechanics shows a slight surplus. However, as machinery becomes increasingly complex, advanced training will become a necessity. The 1995 *Follow Up Study* revealed that all of the graduates who responded to the statewide survey were either employed and/or continuing their education. From fiscal years 1991 to 1995, statewide unit cost averages for agriculture mechanics increased only 3 percent, while credit hour generation accelerated 41 percent.

A variety of initiatives are underway to enhance agriculture mechanics offerings in community colleges including efforts to strengthen the curriculum and improve equipment and facilities. Rend Lake College will increase the number of writing assignments and develop a small engine class as an elective. Both Rend Lake College and Illinois Central College are placing further emphasis on electronics in their programs. Lake Land College, Southeastern Illinois College, and Spoon River College will include tractor/trailer truck mechanics applications to provide students with broader skills and a wider range of job opportunities. Likewise, Illinois Central College merged agriculture mechanics with diesel powered equipment. To promote excellence and generate interest in the program, Spoon River College sponsors an annual high school diesel tractor technology contest. Students in Spoon River's program produce a technical diesel tractor technology profile booklet which is used by graduates to help demonstrate their knowledge when applying for jobs. Facilities and equipment upgrades are also occurring in agriculture mechanics. Lake Land College will expand classroom space and add computers to the lab for diagnostic work in overhauling and repairing engines. Rend Lake College, Southeastern Illinois College, and Spoon River College all acquired additional equipment for their agriculture mechanics programs. For example, Rend Lake received a Ford transmission donation worth over $9,000, and Southeastern purchased diesel injector system testing equipment and engines for its lab.

Hotel/Motel & Restaurant Management. Eleven colleges offered hotel/motel/restaurant management programs to 547 students in fiscal year 1995. Of the two low enrollment programs, one program will be eliminated, while the other will be continued. Reasons cited for continuing the program include: it utilizes part-time faculty to minimize costs, equipment is standardized and up-to-date, a new promotional plan has been developed, and an advisory committee will be established. The Hospitality Industry offers numerous job opportunities. In hotel/motel/restaurant management, there is a slight shortage of workers and much faster than average job growth is expected. Restaurant management ranks in the top 50 occupations for both the number of annual job openings and the rate of job growth. Responses to the 1995 follow-up survey indicated that all graduates of hospitality programs who wished to be employed were working, yet nearly one-fifth (18.8 percent) were unemployed and not seeking work. From fiscal years 1991 to 1995, the number of credit hours generated at community colleges throughout the state declined 15 percent, while costs increased a modest 3 percent.

Oakton Community College's courses in hotel management have been certified through the Education Foundation of the National Restaurant Association. Additionally, Oakton is using distance learning technology to offer instruction in the college's Bed and Breakfast curricula, a program which is unique to Illinois. Harold Washington College will improve its Hotel/Motel Management program by increasing enrollments through Tech Prep, strengthening advisement, significantly modifying the curriculum, seeking further input from the program's advisory committee, and completing a formal plan for assessing student academic achievement. Highland Community College is gathering input to determine if the college should pursue a hospitality program in fiscal year 1997.

Eight community college's with programs in Hotel/Motel and Restaurant Management furnished information about their efforts to **articulate** these programs. Transfer options tend to be relatively good for Hotel/Motel and Restaurant Management occupational graduates. The following four-year institutions were most frequently mentioned as either current or planned partners in providing further training to Hotel/Motel and Restaurant Management program graduates: Kendall College, Roosevelt University, Southern Illinois University, Western Illinois University, Eastern Illinois University, University of Illinois - Springfield, and Purdue University (Indiana).

Specific information about the arrangements being made between community colleges and four-year institutions to enhance transfer opportunities for Hotel/Motel and Restaurant Management students is highlighted below. Harold Washington College is in the process of articulating the program with Chicago State University, Roosevelt University, Southern Illinois University, Western Illinois University, Kendall College, and Purdue University. The College of DuPage maintains 2+2 agreements with several in-state and out-of-state institutions. Lincoln Land Community College is working on formal articulation agreements with Eastern Illinois University, Southern Illinois University, Western Illinois University, and Kendall College. William Rainey Harper College is completing a 2+2 agreement with Roosevelt University. Oakton Community College program completers have a strong transfer record, especially to Roosevelt University, Kendall College, and the University of Wisconsin-Stout. Parkland College maintains a formal articulation agreement with Southern Illinois University. Formalized agreements are also being discussed with Northern Illinois University, Eastern Illinois University, Western Illinois University, Purdue University, and University of Nevada at Las Vegas. Parkland College has applied for accreditation from the Council on Hotel, Restaurant, and Institutional Education through the Commission on Hospitality Accreditation, which will facilitate articulation. Planning is underway at Triton College to increase articulation. Triton coursework transfers to Roosevelt University, Northeastern University, and Kendall College. Shawnee Community College's AAS degree is articulated through capstone programs at Southern Illinois University-Carbondale and the University of Illinois at Springfield.

International Business. Four colleges offer International Business programs. In fiscal year 1995, approximately 100 students were enrolled. All of the 1994 graduates were employed full-time when the 1995 follow-up survey was conducted. Half were in related jobs and half were not. The number of credit hours generated in this area in fiscal year 1995 was four times the fiscal year 1991 level. Unit cost averages increased 17 percent during this same time period. The low enrollment program at McHenry County College will be continued, which features a flexible "menu" approach of one-credit hour courses. A plan is being considered which will strengthen the program's image and expand joint educational agreement access to neighboring community college districts.

Harold Washington College will withdraw its AAS program and is steering students with an interest in this area toward its transfer degree. The college found that Chicago area employers are seeking applicants with baccalaureate degrees in this specialty. Parkland College has created a certificate in International Business Management which allows students to study abroad to gain appropriate experience.

Human Resource Management. Seven colleges have approved programs in Human Resource Management. In fiscal year 1995, six of these colleges enrolled a total of 45 students. *HORIZONS*, a resource published by the Illinois Occupational Information Coordinating Committee, reports a balance, while Occupational Information System (OIS) data show a significant shortage. AAS degrees provide access to entry-level jobs; however, baccalaureate degrees and/or job experience are often needed to advance to management positions. Demand is best for experienced specialists, particularly those who have technical, industrial, or labor negotiation backgrounds. A decline of 22 percent was noted in the number of credit hours generated between fiscal years 1991 and 1995, while unit costs increased 32 percent. Of the two low enrollment programs, one program will be inactivated and the remaining program will be continued since the training complements related programs and serves students who need skills upgrading in only a few areas.

Four colleges addressed **articulation** of Human Resource Management programs. William Rainey Harper College and Lewis and Clark Community College emphasized the strong occupational focus in their Human Resource Management offerings with limited local student interest in articulation. To a large extent, at these colleges and others, the programs tended to serve persons who are already working in the field. Moraine Valley Community College reported the most transfer options for Human Resource Management graduates, indicating that the program will transfer to Governors State University, the College of St. Francis, and Robert Morris College. Moraine Valley's Employment Training and Development program transfers to Governors State University. Carl Sandburg College officials indicated that they maintain a 2 + 2 program with Western Illinois University in Business.

Real Estate. State labor market data show a large surplus of workers in Real Estate with completers outnumbering job openings approximately 15 to one. To some extent, this surplus can be attributed to the number of individuals working part-time in this field, individuals needing a license to conduct related business without being employed as real estate agents, and those persons needing continuing education to retain their licenses. Real Estate is the largest of the Business programs reviewed in this cycle. Twenty-seven colleges are approved to offer the programs. Over 1,500 students were enrolled statewide in 1995. The number of credit hours generated in real estate dropped 29 percent in the period between fiscal years 1991 and 1995, while costs climbed 25 percent. Four of the five low enrollment programs are being withdrawn. The remaining program is licensed and will be continued.

Real Estate programs are regulated by the Office of the Commission of Savings and Residential Finance. Kennedy-King College, Danville Area Community College, and Elgin Community College reported their programs were reviewed to assure that state standards are being met or exceeded. McHenry County College will expand its program to include ethics, fair housing, and anti-trust laws, which will surpass state licensure requirements. Several colleges reported that a substantial portion of their Real Estate students enroll to pursue licensure rather than a formal academic award. Hence, flexible scheduling which allows students to attain their goals rapidly is a priority. Parkland College will re-package coursework from three credit hour blocks to one or two semester credit hours and offer them in a shorter time frame than the traditional 16 week semester. Similarly, Illinois Central College's Real Estate Advisory Committee recommended reducing the number of credits per course and offer courses more frequently. Likewise, Triton College initiated program changes, such as express classes and special topic classes, to increase enrollments and meet student needs. Oakton Community College, College of Lake County, Kishwaukee College, and Harold Washington College will explore continuing education rather than credit programs as a means of delivering real estate instruction. To meet resident needs and contain costs, McHenry County College has decided to offer a real estate appraiser program through a joint agreement. Prairie State College will eliminate low enrollment courses and combine courses in real estate appraisal into a certificate program. In an effort to offer classes on a regular, cost-effective basis, seven colleges (College of Lake County, Oakton Community College, William Rainey Harper College, South Suburban College, Prairie State College, Triton College, Morton College, and College of DuPage) indicated plans to utilize distance learning networks. In response to decreasing demand, South Suburban College and Parkland College will discontinue degree programs, but continue to offer certificate programs. Washington withdrew its basic and advanced real estate certificates.

Small Business Management. Fourteen colleges have small business management programs with enrollments of nearly 500 students. Two of three low enrollment programs will be continued. Colleges report reasonable costs in these two programs because of their relationship to healthier business programs. Popular topics courses, such as Leadership and TQM, boost credit hour enrollments, but not program enrollment. A modular course format and new multimedia approach to instruction are planned according to one college's report. The third program in this group will be discontinued and coursework will be consolidated with a marketing program.

The need for graduates depends on the number of individuals who choose to start their own business and whether or not there is a niche within the greater business community. Small businesses, which are credited with the creation of most new jobs, also experience a very high failure rate within five years. According to the 1995 follow-up survey, approximately one-fifth of graduate respondents were pursuing additional education and were not employed. All employed graduates were full-time, yet more than half (62.5 percent) were employed in an unrelated job. Credit hour generation declined 13 percent during this five-year cycle, while costs increased 38 percent.

A variety of activities are underway across the system to strengthen Small Business Management programs which include flexible scheduling, closer interaction with community partners, and curriculum development initiatives. Heartland Community College will improve course rotation, promote the program at off-campus sites, develop a business resource center, and create a long-term plan for marketing and curriculum review. McHenry County College will investigate the potential for offering modular instruction in Internet and EDI business applications and marketing. McHenry's credit and noncredit options will be carefully aligned to provide for seamless educational opportunities. Rend Lake College will coordinate recruitment/referral efforts with its Small Business Development Center and the related center at SIU-Carbondale. South Suburban College works cooperatively with the Illinois Institute for Entrepreneurship, Regional Economic Development Centers, and the Small Business Administration. South Suburban's program advisory committee recommended that students develop cognitive, problem solving, technological, and effective human relations skills so coursework in oral communications, human relations, and TQM were added to the curriculum. Rock Valley College is seeking to strengthen interaction with community organizations such as SCORE (Service Core of Retired Executives). College of DuPage has a three-course certificate in Entrepreneurship which is designed to cover essential elements of starting a small business. The third course in the series is a practicum in which students complete case studies by assuming the role of consultant for a local small business.

Seven community colleges described their interest in **articulating** Small Business Management offerings. Interest in articulation issues was limited as six colleges indicated that the typical program participant is an entrepreneur. Many students already possess college degrees and participate in these programs to gain the specialized knowledge necessary to undertake a business start-up. Moraine Valley Community College reported the most transfer options for Small Business Management graduates indicating that the program will transfer to Southern Illinois University at Carbondale, Governors State University, the College of St. Francis, and Robert Morris College. Rend Lake College's program offers a transfer arrangement through its AAS in Business and a capstone agreement with Southern Illinois University at Carbondale.

Teacher Aide. Twenty-five colleges provide teacher aide training. Only one of these programs suffered from low enrollment, and it was withdrawn midway through the year. Labor market information indicates a significant shortage of teacher aides in Illinois with OIS data showing fewer than 100 completers of teacher aide programs in the state compared to a demand of over 1000. However, to be considered for employment as a teacher aid, applicants need only one year of college in any subject area. Proposals by the Illinois State Board of Education (which are still in the development stage) may increase the need for advanced levels of training. These preliminary recommendations call for "completion of an approved [teacher aid] training program at a community college and continuing professional development." Follow-up surveys of teacher aid graduates showed 75 percent were either employed or continuing their education. Of those who were unemployed, all indicated they did not wish to be in the labor force at this time. The number of credit hours generated during the past five years has climbed 27 percent, while costs have increased only 17 percent.

Olive-Harvey College worked with other City Colleges of Chicago institutions to further align course syllabi across the system. Harold Washington College is developing curriculum in School-Age Child Care and established an on-campus Child Care Learning Lab. Shawnee College plans to establish entrance admissions criteria for students, improve on- and off-campus course scheduling, and offer low enrollment classes via the distance learning network. Moraine Valley Community College's report cites excellent relations with practicum sites. Frontier Community College is upgrading equipment and strengthening the curriculum based on input from elementary and secondary superintendents and principals.

Industrial Production Technologies. Community colleges offer training in the four disciplines within Industrial Production Technologies--manufacturing, corrosion, plastics, and metallurgy--each having different job prospects. Generally speaking, however, there is a shortage of workers with the high skill levels needed in today's manufacturing positions. The 1995 follow-up survey revealed that 97.8 percent of industrial production graduates were employed. Nearly half (42.9 percent) held their current job prior to program enrollment. Overall, credit hours in industrial production climbed 53 percent from 1991 to 1995, partly as a result of new programs. Unit costs during this time period rose a modest 5 percent.

Colleges with low enrollment programs in plastics, manufacturing, and corrosion technology indicate that programs came into existence at the request of industry and the need for training remains. Efforts to increase enrollments include developing marketing strategies, intensifying recruitment activities within related industries, adding equipment, and developing articulation initiatives with area high schools. One program is scheduled for a subsequent review in fiscal year 1997.

Several colleges reported participating in a national/state Manufacturing Standards Pilot Project to develop voluntary standards for industry skills in the metal-working industry. Additionally, a manufacturing technology articulation panel, including community college representatives, has been convened to facilitate transfer. Numerous institutions improved lab facilities, added computer hardware and software, upgraded equipment, or modified curricula. Danville Area Community College reports its manufacturing engineering equipment is among the most advanced in the state. Danville instructors participate in Vocational Instructor Practica during the summer to keep "in-touch" with area industry needs. Heartland Community College has integrated its manufacturing technology programs to contain common general education requirements, a common technical core, and nine elective credits to meet the needs of local industry. Prairie State College's program review identified the need for several short-term, specialized certificates. Rend Lake College added gel-coat and chopper gun instruction to its Industrial Manufacturing program. Rock Valley College's program utilizes full-size industrial machine tools and is articulated with the Tech Prep Manufacturing Youth Apprenticeship Program, Bradley University, and Northern Illinois University. Faculty at Elgin Community College spent weeks in local industries to determine the relevancy of its mold-making curriculum and found courses to be sound. A member of Elgin's faculty from the welding fabrication program was sent to Russia during fiscal year 1996 to train workers on a multifunction welding power source. His experiences were then integrated into courses. Illinois Central College offers a unique program in Engine Power Technology. Enrollment and placement are excellent and the program transfers to several universities. In manufacturing technology, Illinois Central developed a "teaching factory" to simulate work situations and develop problem-solving skills, instituted a major equipment replacement program, and established a Precision Machining Alliance with 20 local certified Caterpillar providers, which developed three pre-apprenticeship programs. Indication of the need for Illinois Central's manufacturing technology program is the expectation that one large area manufacturer will have 85 percent of its workforce retire within the next two years. William Rainey Harper College restructured its Automation Skills program, eliminated a full-time faculty position, and hired qualified part-time staff. McHenry County College has decided to discontinue its Industrial Engineering Technology program. In its place, McHenry will create a modernized Manufacturing Management program, which is an outgrowth of two years of study by an advisory committee and will reflect current engineering and TQM philosophies.

Coal Mining Technology. Nationally and statewide, employment in Coal Mining is expected to decline. In Illinois, the high level of sulfur in coal makes its' sale difficult. However, there is a continuing, growing need for current employees to be trained in new technologies and safety techniques which is evidenced by a 47 percent increase in credit hour enrollment between fiscal years 1991 and 1995. Costs increased 102 percent during this same time period. Three colleges offer coal mining programs. Two of these are approved as statewide programs. Enrollments vary greatly from year to year depending upon mining activity.

Wabash Valley College indicates that its program's strengths lie in quality instructors; good working relationships with the mining industry; and cooperative relationships with the Illinois Department of Natural Resources, Office of Mines and Minerals, and the United Mineworkers of America. In addition, a capstone agreement exists with Southern Illinois University at Carbondale. The program provides opportunities for mine workers to upgrade skills in various areas, including government regulations, emergency training, and technology training. Wabash Valley has assisted federal and state agencies develop, script, and produce health and safety training videos for state and national use. The college continues to enhance its Coal Mining Technology program with new laptop computers and the latest health and safety training equipment. During the past three years, in-service training has been provided to employees of 27 companies. At Southeastern Illinois College, all programs in mining technology offer a day and night section taught by the same instructor which permits students to continue classes even though their work shifts may change. Laboratories feature state-of-the-art equipment and offer experiences which simulate underground conditions.

Mental Health Technology. In the Mental Health area, ten colleges offer Alcohol/Drug Abuse Counseling programs to nearly 1,200 students, six colleges offer Mental Health Technician programs with 165 students, and one college had enrollments totaling five in Developmental Disabilities/Habilitation Aide programs. Two mental health programs have fewer than ten students enrolled. The developmental disability aide program at McHenry County College will be continued as retention rates are excellent and plans have been developed to market the program to high school students to increase enrollment and, thereby, reduce costs. A program in mental health at Elgin Community College will also be continued. The college plans to closely monitor enrollments, investigate alternative delivery systems, and form an advisory committee to further evaluate the program.

There is a general shortage of social service/mental health aides, but a significant oversupply of baccalaureate degree completers in social work and related fields. Consequently, many aide-level positions are being assumed by baccalaureate graduates. Employment prospects tend to be best in facilities or programs that have a special market niche, such as those serving the elderly, mentally impaired, developmentally disabled, or substance abuse clients. Follow-up survey (1995) results showed 82 percent of graduate respondents were employed with slightly less than 40 percent continuing their education. Statewide, the number of credit hours decreased 15 percent between fiscal years 1991 and 1995, while the unit cost averages rose 19 percent.

Kennedy-King College is proposing a program in Alcohol and Substance Abuse Training Counseling, which will incorporate a field experience with graduate students of the University of Illinois-Chicago's School of Social Work, the Jane Addams College of Social Work and the University of Chicago's School of Social Service Administration. Three colleges (Danville Area Community College, Prairie State College, and Harold Washington College) reported their substance abuse programs are certified by the Illinois Alcohol and Other Drug Abuse Professional Certification Association. Harold Washington's program has a work-based learning component and strong enrollment and completions. In addition, the college plans to establish admissions requirements of eligibility for English 101. Officials at Prairie State College eliminated one faculty position in its Mental Health program. Waubonsee Community College noted the need to better integrate courses and offerings with other related disciplines, such as Psychology and Sociology.

Medical Assistant. In 1995, four colleges offered medical assistant programs to 184 students. The number of credit hours generated between fiscal years 1991 and 1995 increased 39 percent, while the unit cost average decreased 25 percent. For medical assistants, the outlook ranges from a balance to a slight shortage in some areas of the state.

William Rainey Harper College's Medical Office Assistant program has been accredited for 20 years by CAAHEP, the accrediting body of the American Medical Association. Students have the highest pass rates in the nation on the Certified Medical Assistant exam. South Suburban College added entrance requirements for Medical Assisting specifying that students must first complete coursework in Certified Nurse Assisting.

Occupational Therapy Assistant (OTA). Eight colleges offered occupational therapy assisting to over 850 students in 1995. Four of these programs are part of a cooperative program in the Southern Illinois Collegiate Common Market. Between fiscal years 1991 and 1995, credit hours more than doubled, while costs declined 16 percent. Labor market data currently indicate a balance in supply/demand for OTA graduates, with good job prospects for program graduates. This occupation is among the top 50 fastest growing occupations.

Wilbur Wright College will increase library and media holdings, revise curricula to increase job relevance, and involve the program advisory committee in promotional activities. OTA programs at both Shawnee Community College and John A. Logan College are accredited. Shawnee recently received a U.S. Department of Health and Human Services grant to strengthen its OTA program.

Pharmacy Technician. For pharmacy assistants, job opportunities are promising, as there is a slight shortage and the occupation is expected to grow much faster than average. Five colleges offered pharmacy technician programs to approximately 400 students. Annual enrollment data show that one of these pharmacy technician programs suffered from low enrollment. This program at Black Hawk College is a cooperative program with an out-of-state college. It will be continued because of recent curriculum upgrades, an incremental enrollment trend, and cost-effective delivery. The college will expand the advisory committee to include a broader geographical area, create more visibility for the program, and enforce entry-level admissions criteria.

Using grant funds, Malcolm X College created a new laboratory for the Pharmacy Assistant program and added a new faculty position. In addition, the program will seek American Society of Health-System Pharmacists (ASHP) accreditation. Currently, the only accredited program is at South Suburban College. Statewide, the number of credit hours taken in pharmacy technician programs increased 52 percent over a five-year period. Conversely, costs decreased by 33 percent.

Physical Therapy Assistant. Over 880 students were enrolled in the eight physical therapy assisting programs in the state. Credit hour generation increased (76 percent); however, unlike other health programs reviewed during this cycle, unit cost increased (15 percent). Labor market projections for physical therapy assisting indicate a strong growth, while there currently is a balance between supply and demand.

Oakton Community College's Physical Therapy Assisting (PTA) program is accredited by the Commission on Accreditation in Physical Therapy Education and boasts a high licensure passage rate. Illinois Central College added a new facility, new computer hardware and software, new fieldwork sites, and new faculty to its PTA program. In addition, Illinois Central increased entrance requirements with additional chemistry requirements and a minimum of 20 hours documented professional observation in the field. Lake Land College purchased updated software showing muscle/bone relationships and received a donation of a CYBEX machine for isometric muscle improvement.

Physician Assistant. One community college, Malcolm X College, offers a physical assistant program. Nearly 75 students were enrolled in 1995. As with most of the other health programs reviewed, costs declined (18 percent) over the past year. Credit hour production increased by 50 percent. There appears to be a shortage of physician assistants both in Illinois and in the nation. In its Physician Assistant program, Malcolm X delineated learning outcomes, strengthened teaching/learning, and improved student academic support.

Child Care. Child Care is one of the largest program areas in community colleges with programs being offered in all but two districts. In fiscal year 1995, enrollments in child care reached nearly 7,300 students. State labor market information shows a surplus of child care workers in the state, with the number of completers exceeding the number of jobs by a three to one margin. However, the bulk of these students are completers of secondary programs that qualify students for child care assistant positions, but not for child care worker or director positions which require one to two years of experience or education. Over 91 percent of the graduates who responded to the 1995 follow-up survey were either employed or pursuing additional education; over one-fourth were continuing their education. A comparison of the number of credit hours generated in fiscal years 1991 and 1995 shows a 23 percent increase. Statewide, unit costs increased 11 percent over the five-year period.

Program review reports indicated numerous strengths in child care programs. Among these were strong theoretical and applied curricular emphases, excellent faculty, community support and involvement, and numerous innovations. Specific examples follow.

- *Employability of Child Care Students/Graduates*. Kaskaskia College and Richland Community College report that 100 percent of their 1994 graduates are employed. Additionally, 20 of Richland's former students are either directors or assistant directors of local day care centers and many students find jobs before graduating. Triton College's report indicates that employers are demanding higher levels of education for child care professionals and the federal government has increased requirements for head teachers working in federally funded programs. South Suburban College reports that the Illinois Department of Children and Family Services (DCFS) is pushing for an increase in the number of credit hours necessary for certification of Illinois child care centers, which is increasing the demand for courses.

- *Curricular Modifications.* Danville Area Community College and Heartland Community College will introduce coursework in Early Intervention, and Heartland will expand its offerings in Family Services to prepare persons to work more closely with social service agencies. Prairie State College modified its program by combining Child Development and Teacher Aide curricula into a new Early Childhood Education Program. Plans to increase general education requirements, make oral communication a required course, and stress writing-across-the curriculum were noted by four colleges. Kaskaskia College is planning to offer a beginning business course as an elective for students who want to start a child care program in their home. Richland Community College has added a series of one-credit hour classes which appeal to students who are apprehensive about starting college, those needing one hour to graduate, and by child care providers needing credit to meet DCFS yearly certification requirements. These one-hour credit classes will be offered to Self-Start employees in the "Little Ones" program and through STAR NET, a telecommunications service featuring Western Illinois University-sponsored early childhood workshops. McHenry County College will identify ways to incorporate technology, giving particular attention to the use of computer applications for directors, teachers, and children. Several colleges will add training in infant/toddler care. Illinois Central College indicated a need to include a course on discipline in the child development curriculum and is working closer with psychology and education faculty to strengthen the program. John A. Logan College is developing the use of portfolios that will be started at the high school level, continued through college, and on to universities.
- *Lab and Practicum Experiences.* Many community colleges reported that child care programs are associated with the college's day care program, which offers hands-on experiences for students. For example, at Illinois Valley Community College, the day care center is under the direct supervision of the Early Childhood Education program. Rend Lake College took the advice of graduates who stated that the lack of a day care center/lab set them back in their careers. Both Rend Lake and Harold Washington College will develop child care labs. Shawnee Community College reports that all Early Childhood Care courses have a lab component. At Highland Community College, students have field experiences at various stages of their program. Both Oakton Community College and Carl Sandburg College will work toward expanding day care programs to accommodate more children. Students at Richland Community College serve their practicum in the Child Care Learning Center, and the college plans to add an infant/toddler facility if funding can be obtained.
- *Technology upgrades.* Heartland Community College upgraded the materials used in its Early Childhood courses, including new instructional books and videos and a new computer. Lake Land College has added a computer with a CD-ROM to the Child Care laboratory and purchased appropriate software to capitalize on available technology. Carl Sandburg College used Perkins grant monies to fund a lab at Carthage, purchasing two new computers and accompanying software, and a camcorder/VCR/TV for videotaping and evaluating students. Telecourse offerings were expanded at Carl Sandburg College and Shawnee Community College.
- *Articulation.* Numerous colleges indicated plans to modify course offerings as a result of recommendations by the early childhood, elementary, and secondary education panels, in conjunction with the Illinois Articulation Initiative. Black Hawk College will finalize a 2+2 agreement in early childhood education with Western Illinois University. Plans to promote articulation with high schools and facilitate matriculation through certificate and degree programs were also noted. For example, William Rainey Harper College has

developed a career ladder for students with all seven of the college's child care certificates. South Suburban College will encourage field trips to its child development classes by high school students. Colleges also sought to strengthen program coordination with DCFS requirements for staff certification.

- *Standards*. Oakton Community College's child care curriculum, Moraine Valley Community College's campus lab school, and College of DuPage's child care center were reported as being accredited by the National Association for the Education of Young Children.
- *Partnership Programs*. Shawnee Community College will cooperate with the Head Start program to provide expanded services to the children of the district. Kennedy-King College will collaborate with other programs/agencies in the Home Instruction Program for Preschool Youngsters project. Preschool education and parenting skills courses will be offered on campus to freshmen students, while their children simultaneously participate in age-appropriate development activities at the child development center. Kaskaskia College's Child Care Coordinator sits on the advisory committee for Project Child. Half of the salary for a full-time child care instructor at Highland Community College is being underwritten for two years by the City of Freeport.
- *Other Innovations*. Moraine Valley Community College is collecting and organizing data for a proposed Children's Learning Garden. In addition, Moraine Valley has an annual Early Childhood Conference which draws more than 1,000 participants. Malcolm X College invites over 300 preschool children and provides two days of educational experiences for them during the nationally celebrated "Week of the Young Child". The Malcolm X Child Development students help plan the activities. Participating preschool staff meet with faculty, tour the facilities, and learn of new techniques and materials which can be used in their own programs. At Richland Community College, child care staff work closely with the Child Care Resource and Referral Program and local child care center directors to conduct a yearly "Prairieland Conference" at Richland in the fall. The focus of the conference is to educate and inform the community on the most current early childhood education trends. Kaskaskia College reports that a local early childhood organization helps to support the program. The college held a child care conference on campus. Heartland Community College is sponsoring Leadership in the Children's Advocacy Program, an initiative designed to promote grass-roots political involvement within the early childhood community. In addition, Heartland has designed a Children's Quality Institute to promote modeling and quality training for persons working with practicum students. South Suburban College sponsors an awards program and recognition dinner for student interns in which ideas are shared and students have opportunities to meet prospective employers. South Suburban also has a job referral network and will add a mentoring program for new program enrollees. Danville Area Community College will support the proposed "Early Start" project for a mobile unit to assess infant development and educate parents about infant and early childhood development.

Science Technologies. Curricula in **Biological, Nuclear**, and **Chemical Technologies** were reviewed. These program areas are relatively small with only one college, Harry S Truman, offering a Biotechnology program to 26 students; one college, Joliet Junior College, a Nuclear program with 66 enrolled; and three colleges (Truman, College of Lake County, and Belleville Area College) having enrollments of 62 students in Chemical Technology. One low enrollment chemical technology program will be continued because there is an expressed need by regional industries which are paying for workers to attend. No program-specific faculty or classes are associated with the program; therefore, the program is cost-effective.

On a statewide basis, a labor surplus is shown for science technicians, in part due to an oversupply of baccalaureate degree graduates which are taking positions which normally would not require that level of education. This creates competition for community college graduates. Statewide, credit hour enrollments and unit cost averages are difficult to ascertain because courses assigned to physical science programs may not bear the program's cip code, but instead be coded under chemistry or biology, for example. However, in nuclear technology over the past five years, unit costs have climbed 50 percent, while credit hours have increased only 15 percent.

Harry S Truman College will improve student tracking in its biotechnology program, seek professional accreditation from the American Chemical Society, strengthen recruitment with other colleges and high schools in the district, and develop articulation agreements to ensure complete transfer of program credits.

Construction Trades. **Masons and Tile Setters** and **Carpentry Technology** were reviewed within this broad category. These two program areas are relatively small with three colleges (Belleville Area College, Rock Valley College, and State/Metropolitan Community College) having Masonry programs with a total enrollment of 70 and four colleges (Belleville Area College, Black Hawk College, Kennedy-King College, and State/Metropolitan Community College) offering carpentry programs. There were 109 students enrolled in these programs in fiscal year 1995. One low enrollment masonry program was inactivated midyear. The remaining low enrollment masonry program provides apprenticeship training and will be continued. Local labor organizations determine the future need for graduates on a yearly basis, and the college schedules classes accordingly. As a result, program enrollments are closely regulated with the local job market and placement rates are high.

HORIZONS indicates that there is a slight surplus in brick masonry and a balance in carpentry. Most carpenters and brick masons are trained through apprenticeship programs. From fiscal years 1991 to 1995, the number of credit hours generated statewide increased 71 percent, while costs increased only 21 percent.

Colleges indicate that apprenticeship programs provide excellent opportunities for students. In addition, such programs tend to be cost-effective as labor organizations frequently assume a significant share of the costs. Belleville Area College reports capstone programs are available with nearby universities.

Industrial Equipment Repair. Nineteen colleges offered Industrial Equipment Maintenance programs to nearly 650 students in 1995. The four low enrollment programs in industrial machinery maintenance will be continued. One program is sponsored by a local labor union, which has not indicated a recent need for apprentices; a subsequent review is planned for fiscal year 1997. A second program will be continued as the college reports that a local company is willing to cover tuition costs to guarantee that low enrollment courses will be offered. Recommendations for program improvement include restructuring how the program is administered, making minor modifications to the basic curriculum, developing plans for multipurpose lab space, and updating equipment. Curriculum will be broadened in a third low enrollment program in which low costs and high job placement rates are strengths. In the fourth instance, the college will discontinue one certificate in machine repair and continue another which trains apprentices in hydraulics. The college reports that students tend to be interested in skill upgrades through specific coursework rather than program completion. *HORIZONS* shows a slight shortage of industrial machinery repairers. Most employers require completion of an apprenticeship program and promote employees into these positions based on experience and seniority. Of the graduates responding to the 1995 follow-up survey, 94 percent were either employed or pursuing additional education. All employed graduates were working full-time. From fiscal years 1991 to 1995, the number of credit hours generated increased 21 percent with a corresponding rise in the statewide unit cost average of 15 percent.

Prairie State College is considering reducing credit hours to produce a shorter-term certificate. Through the use of Carl Perkins funding, Rend Lake College will add robots and programmable control systems, modify courses to develop basic workplace skills (such as working in teams and problem solving), and explore expanding computer skills and work-based training. Richland Community College plans to expand recruitment and make curricular changes to correct weaknesses identified in a recent Developing A Curriculum (DACUM) session. Instruction at Olney Central College utilizes a work experience portfolio component that affords credit for prior learning. Local businesses provide the evaluators for determining credit granted. Results of a DACUM session led to the revision of expected student outcomes and purchase of over $60,000 of equipment and training materials. Triton College's Industrial Plant Maintenance programs, Oakton Community College's program in tool and die making, and the College of DuPage's program in mold making are operated in conjunction with the Tool and Manufacturers' Association. In keeping with the movement toward skills standards, Danville Area Community College developed occupational competencies for each course in the Industrial Maintenance program. The skills competencies support the institutional guarantees program for graduates. Danville used ICCB advanced technology equipment grant funds to purchase pneumatics training equipment for the newly developed pneumatics degree. Heartland Community College made several improvements to its Industrial Maintenance Technology program, including establishing labs for industrial wiring and maintenance, air conditioning and refrigeration, industrial mechanical systems, and building mechanics; purchasing a boiler for the Heating Systems course; and purchasing instructional videotapes.

Automotive Mechanic. Automotive Mechanics is, by far, the largest vehicle mechanic and repair program with 36 colleges and nearly 900 students. Labor market information shows a slight surplus of workers; however, this occupation is among 50 occupations with the largest number of job openings each year in Illinois. As with auto body repair, most completers are from secondary programs and may or may not have skill levels adequate to meet local employer requirements. A relatively high percent (85.5) of graduates who responded to the 1995 follow-up survey were employed, and 23.7 percent were continuing their education. Nine out of ten graduates were either working, going to school, or both. The number of credit hours generated between fiscal years 1991 and 1995 shows a decrease of 8 percent, while statewide unit costs rose 17 percent.

Colleges found many positive aspects of Auto Mechanics programs as a result of their program reviews. Fifteen institutions reported that instructors and programs were certified by the National Automotive Technicians Education Foundation, Incorporated, in Auto Service Excellence (ASE). Two institutions, Danville Area Community College and Moraine Valley

Community College serve as ASE test sites. Colleges also noted that faculty are well qualified and specialists in their field. For example, Olney Central College's two automotive instructors possess master's degrees, and Carl Sandburg College states that all automotive faculty have a minimum of five years of auto mechanic dealership experience. Numerous institutions credited program advisory committees with helping determine program direction and securing equipment donations.

- *Partnerships*. Colleges noted that ASE certification is a great benefit in obtaining donations from industry. For example, Triton College reports that General Motors and Ford Motor Company have provided over $1 million worth of equipment, vehicles, and specialized training. Danville Area Community College, in partnership with the Vermilion Vocational Education Delivery System, hosted a live interactive national electronic career fair entitled "Introduction to Automotive Repair" which was attended by students from surrounding high schools. Danville Area Community College served as a viewing site for the Matco Tools ASE 1993 satellite teleconference to prepare mechanics for ASE certification exams. Olney Central College has entered into a cooperative agreement to provide a basic automotive service course for local high schools that can no longer support programs of their own. Shawnee Community established cooperative programs with area employers. Similarly, the College of Lake County's auto technology department is working with a local employer to set up an apprenticeship program. Selected Tech Prep students will spend 20 hours a week at a jobsite where they will be paid as regular employees and given $1 per hour toward tuition costs. Kennedy-King College's program provides skills upgrading and self-employment opportunities through specialized training seminars and workshops with various professional organizations, such as the Society of Automotive Testers (SAT), Automotive Service Excellence (ASE), AC Delco, General Motors, and others. Kennedy-King will implement Project Excell, a Tech Prep venture to address enrollment, retention, and matriculation of high school students into college auto mechanics programs. For the past three years, Lewis and Clark Community College has worked with the Automotive Instructors Association (AIA) in sponsoring a conference and a competitive event for secondary students entitled "Focus on the Future." Lewis and Clark is working with 13 area high school/vocational center auto programs and has convened an Automotive Partnership Advisory Committee to ensure that all secondary programs are uniform in content and instruction. The program coordinator visits each school during the year to provide information about the cooperative agreements, including curriculum, course descriptions, costs, and tool requirements. Black Hawk College plans to increase the number of in-service classes for mechanics throughout the district. Kankakee College entered into a cooperative training agreement with Ford Motor Company and Illinois Central has an ongoing agreement to train all Ford service technicians in the central part of the state. The college recently established a similar agreement with General Motors. Kaskaskia College, Rend Lake College, and Elgin Community College also reported receiving donated vehicles and equipment.
- *Teaching and Learning*. Morton College has employed a bilingual instructor due to the district's growing Hispanic population. The College of Lake County employs a program graduate to assist Spanish-speaking students with interpreting lectures, labs, and tests. Danville Area Community College automotive students are now required to complete a college-level communications and mathematics course prior to their third and fourth semesters. Highland Community College formally identified academic skills

requirements and enhanced the work-based learning component of its program. Richland Community College has instituted workplace competencies into the curriculum. Elgin Community College reports that students exceed the state norms on the Workplace Skills Assessment test. At Shawnee Community College, students attend classes for the first eight weeks of the semester and then are placed into a co-op work situation for the second eight weeks. This method of instruction has proved to be beneficial for the students both in building skills and developing job opportunities. In a parallel initiative, Rend Lake College will implement more written assignments, and add resume writing and job interviewing techniques to the curriculum. Lewis and Clark Community College is considering implementation of a new AAS degree in auto electronics.

Equipment Upgrades. Fifteen colleges reported that equipment was upgraded for automotive technology programs. Harry S Truman College will add computerized alignment equipment, hand-held laboratory scopes, hand tool kits, an electronic brake lathe, and an IM 240 dynamometer system. Currently, Kennedy-King College is the only community college to have an IM 240 Federal Emissions Testing and Training Station. John A. Logan College, Olney Central College, Carl Sandburg College, Shawnee Community College, Oakton Community College, Rock Valley College, and Kishwaukee College will add or upgrade computerized diagnostic analyses equipment and software systems, which have replaced the need for repair manuals. Lake Land College purchased an automotive transmission tester and two hydraulic automotive lifts, and Lincoln Land Community College purchased wheel alignment equipment. Carl Sandburg College obtained a power train computer scanning tool. Lewis and Clark Community College students recommended facilities changes, including improved lab lighting, outside vehicle storage, student tool storage, and additional soundproofing.

Automotive Body Repairer. Automotive Body Repair is the second largest program in Vehicle Equipment with over 450 students in 18 colleges. A low enrollment auto body repair program will be continued because there is a strong integration of curricula with the college's auto mechanics program. Students in auto mechanics may enroll in auto body repair courses, thereby generating credit hours even though program enrollment is low. The college will increase recruitment through Tech Prep. Another low enrollment auto body program will become a cooperative venture with a neighboring institution and will be reassessed again next year.

There is a slight surplus of individuals completing training programs as compared to the projected jobs. However, most completers are from secondary programs and may or may not have skills levels adequate to meet local employer requirements. Employment of Auto Body Repairers is projected to increase faster than average for all occupations. In the past five years, the number of credit hours generated has increased 32 percent with a similar increase of 28 percent in unit cost averages statewide. Slightly more than 90 percent of graduates who responded to the 1995 follow-up survey were employed, but only half of these (51.7 percent) were employed in related jobs. In comparison with other graduates in vehicle repair, completers of auto body repair programs had the highest percent working in unrelated jobs and the lowest salaries. This group of graduates consistently rated each program component lower than average.

Because of these results, colleges were asked to give special attention to program need and job placement as they conducted their program reviews. Colleges concurred that there is a definite local need for such programs. For example, one institution reported that funding concerns at high schools within its district resulted in the elimination of auto body training. In response to such situations, colleges have developed Tech Prep programs. In addition, they have entered into articulation initiatives with vocational technical schools. PQP/Program Review reports provided numerous examples of methods used to improve the job placement of graduates. These include work-based experiences and participation by active advisory committee members who help secure equipment donations, determine program direction, and provide internships and job opportunities for graduates. Several institutions added that auto body curricula at some institutions is becoming more closely entwined with auto mechanics programs to provide a broader understanding of the automotive service industry. Harry S Truman College received an award in 1996 from the Automotive Service Association in Illinois for providing quality trainees to the automotive body repair industry. A recently submitted proposal for grant funding includes provisions for hiring a job developer to identify both internships and employment opportunities for qualified students. Kennedy-King College plans an extensive marketing plan aimed at employers.

Several colleges reported on faculty qualifications as a program strength. For example, Harry S Truman College employs a journeyman instructor with Inter-Industry Conference on Auto Collision Repair (I-CAR), Automotive Service Excellence (ASE), and paint certifications. Planned improvements at Truman include adding a portable drive-up downspray booth and a handtool vacuuming system. Highland Community College reports course objectives are competency-based and faculty and administrators are working with student services to identify the specific academic skills entering students need to be successful. College of Lake County utilizes a team teaching approach where a single lecture session is provided with separate lab sessions for both sections of the introductory Autobody course. This approach results in more consistent course delivery, reduces costs, and exposes students to a broader array of teaching methods and techniques. Lake County is currently pursuing the possibility of serving as a regional test site for I-CAR Automotive MIG Welding. At Kishwaukee College, supplemental income is generated by rebuilding damaged cars which are sold to the public. A portfolio format will be adopted for student assessment beginning in spring 1997. Kaskaskia College presents classes in an open-entry/open-exit format, and students must spend one day a week in an off-campus repair facility. Lake Land College and Waubonsee Community College utilized grant funding from the Department of Corrections and an ICCB advanced technology equipment grant to upgrade equipment. Prairie State College added an Auto Body option to its Automotive Services Technician program. Carl Sandburg College improved its Auto Body Repair program by obtaining donated paint mixing machines and purchasing a frame gauge and McPherson strut spring compressor.

Diesel Engine/Truck Mechanics. Nine colleges offer Diesel Engine programs with enrollments of 165. Two low enrollment programs are being inactivated and a third will be strengthened as a plan is implemented to work more closely with industry representatives to promote the program with current employees. Cost-effective delivery, up-to-date equipment, and instructors with current experience are positive attributes of the program.

HORIZONS shows a balance between supply and demand; however, opportunities for trained individuals are predicted to be good. Despite this information, graduates responding to the 1995 follow-up survey showed relatively high unemployment (21.1 percent, N = 4). of all graduates surveyed that year. On the positive side, of those employed, 100 percent were full time, giving highest job satisfaction rates of graduates in all areas of vehicle repair. The number of credit hours generated declined 8 percent over the past five years, and a 23 percent decrease in unit costs was also noted.

Colleges were asked to pay special attention to program need and job placement as they conducted their program reviews. In the past two years, nine diesel technology programs have been inactivated or withdrawn by community colleges. For fiscal year 1997, only seven institutions will offer diesel mechanic training. While some colleges have determined that labor market need is not present, that students are not interested in this type of training, or that programs are no longer cost-effective, diesel technology curricula at other institutions are thriving. Kishwaukee College reports that partnerships it has developed with area businesses resulted in staff development opportunities, recruitment videos, donations of equipment and curriculum materials, and scholarship funds. Kishwaukee's report indicates that 87 job openings were received between August 1995 and April 1996. Most were in diesel repair, with other related opportunities available in truck repair and business and parts management. Southeastern Illinois College stated that increases in credit hour enrollments have occurred as the result of coal miners who are returning to school because of mine closings. In their reports, colleges noted shifts in curricular emphases to include more training in air conditioning and electronics to provide students with a broad-based knowledge in the field.

Wabash Valley College's curricula includes an emphasis on electronics and offers certification in air conditioning repair. In Kishwaukee College's diesel repair and power equipment technology programs, all instructors are Caterpillar-certified, equipment and instructional aids are donated by industry, student portfolios verify master task lists, and the college will continue to update instructors with manufacturing service training schools and increase out-of-district cooperative school recruitment. Illinois Central College merged Diesel Powered Equipment with Agriculture Mechanics and established a program to enhance student recruitment among in-district high schools. Both programs benefitted from the merger. Olney Central College purchased new equipment for the program, including an electronically controlled Caterpillar engine.

Aircraft Mechanic/Aviation Systems/Avionics Maintenance. Four colleges offer programs to over 700 students. *HORIZONS* indicates that there is a surplus of aircraft mechanics statewide. While individuals are more likely to find employment with small local firms, competition is much keener for jobs at major airlines, particularly from highly qualified individuals trained in the military. Only a small number of graduates responded to the 1995 follow-up survey. Although this group had the lowest unemployment rate for all vehicle repairers, 44.1 percent were working in unrelated jobs. The total number of graduates working out-of-state was the highest of respondents in all groups. In the past five years, the number of credit hours generated in aircraft mechanics grew 31 percent, while costs escalated 176 percent.

Air Transportation Workers. Specific programs in this area include Aircraft Pilot and Navigator (three colleges/96 students), Aviation Management (one college/17 students), and Private Pilot (two colleges/three students). A low enrollment degree program in Commercial Piloting was eliminated, and the college modified the curriculum to include four certificates which parallel Federal Aviation Agency (FAA) pilot rating levels. College officials contend that current labor market information and proposed airport expansion warrant program continuation. A second low enrollment program will be reviewed again during fiscal year 1997. The college will reexamine its investment of resources with reference to other instructional priorities.

The U.S. Bureau of Labor Statistics projects that there will be considerable competition for aircraft pilots, navigators, and private pilots through 2005. Employment prospects are best for graduates of four-year baccalaureate degrees and former military personnel. In aviation management, state data show over twice as many individuals completing training programs at community colleges and universities as there are management positions in the transportation industry. Defining jobs in aviation management is rather elusive, as individuals may need additional FAA-certified training beyond college programs and may enter diverse positions, such as air traffic control, airport operations, ground support, passenger and cargo operations, and business aspects of managing aviation enterprises. From fiscal year 1991 to fiscal year 1995, a 58 percent drop in credit hours was noted in air transportation; however, statewide unit cost averages in the area of air transportation increased 39 percent.

Truck, Bus, and Other Commercial Vehicle Operator. Truck, Bus, and Other Commercial Vehicle Operator programs are offered at four colleges with an enrollment of 279 students. *Horizons* reports a slight surplus in Illinois, but the U.S. Bureau of Labor Statistics projects good employment prospects on a national level, noting that this occupation has among the largest number of job openings each year. Also, due to the nature of the transportation business, truck drivers do not necessarily need to live in close proximity to their employers home base. A high turnover rate among truck drivers increases the demand. All graduates in this category were employed, according to the 1995 follow-up survey, with 90.9 percent working in a related occupation. Once trained, most graduates became employed out-of-district and were the largest group to be employed out-of-state. Over the past five years, the number of credit hours generated has increased 49 percent, while costs have dropped 18 percent.

Shawnee Community College indicates that the strength of its truck driving certificate is in community support, including access to various locations for drivers' training, cooperation of state weigh stations for observation and information, cooperation of local trucking industries for loans of tractor/trailers for student use, and cooperation of state drivers' license bureau for on-site testing. Shawnee is a member of the Association of Publicly Funded Truck Driver Schools and conducts complete student physical and drug screening prior to the start of the program. The program exceeds requirements of the Professional Truck Driver Institute of America and cites excellent participation by nontraditional students and minorities. The program will update driving equipment by purchasing an additional truck and constructing simulated loading docks. A job fair and truck rodeo were recent initiatives to market the program.

Social Services: While only 15 colleges offer social service technician programs, over 30 different degree and certificate programs are offered by these 15 colleges with some colleges having as many as six different certificates available. Total enrollment in these programs in fiscal year 1995 was 1,628. Specialties within this broad area include community service, mental health, corrections, youth work, and family welfare.

HORIZONS and OIS data show a surplus of graduates in social and human services. There are approximately 2,600 baccalaureate and masters degree completers and over 200 certificate and AAS degree completers as compared to 1,400 projected jobs. While many of the jobs would only require a certificate or AAS degree, the surplus of baccalaureate and masters degree completers makes competition extremely keen. The 1995 follow-up study revealed that more than one-third of the graduate respondents were enrolled in a related education program. Although the unemployment rate was low at only 3.9 percent, one third of those who were employed were working in positions unrelated to their training. Between fiscal years 1991 and 1995, the number of credit hours generated in social services programs increased only 3 percent, while unit costs averaged an increase of 30 percent.

South Suburban College and Kennedy-King College plan to revise curricula to contain a "generalist" focus which follows the guidelines of the Council on Social Work Education for two-year colleges and is supported by projected labor trends. Rock Valley College's Human Services program will seek certification by the Council for Standards in Human Service Education. College of DuPage's program developed a series of one to two credit special topics courses in areas such as brief treatment modalities, pet therapy, and administration that are used for continuing education for service providers in the community. Oakton Community College's program advisory committee has suggested offering coursework on-site to employees of social service agencies. In addition, a seminar will be presented to students describing employment trends and how to prepare resumes and interview for jobs in the human services field. Elgin Community College's program advisory committee recommended the need for a program in Family Violence Counseling. Shawnee Community College credited the program's active Social Service Club with providing benefits to a significant number of children and adults in the region. The organization was recognized as the "college club of the year" for 1995-96.

Due to the large number of students continuing their education, Social Services was one of the curricular areas for which special analysis regarding **articulation** was requested. Fourteen community colleges with programs in some aspect of Social Service provided information about their efforts to articulate them. Transfer options for occupational graduates varied somewhat by area of concentration and by college. Options also tended to be greater in the Chicago area than elsewhere in the state. The following four-year institutions were most frequently mentioned as either current or planned partners in providing further training to Social Work graduates: University of Illinois-Chicago, University of Illinois-Springfield, Chicago State University, Roosevelt University, DePaul University, Loyola University, Governors State University, Northeastern Illinois University, Eastern Illinois University, Western Illinois University, Southern Illinois University-Carbondale, National-Louis University, University of Wisconsin, and Indiana State University.

Four colleges offering programs in Alcohol and Substance Abuse identified limited articulation arrangements. Moraine Valley Community College's Addictions Studies certificate transfers to Governors State University. Individual courses transfer elsewhere. Harold Washington College established informal articulation agreements with the universities where most student's transfer and have plans to formalize these arrangements with Governor's State University, Northeastern Illinois University, Chicago State University, Roosevelt University, DePaul University, and Loyola University. Other institutions accept courses toward psychology, counseling, and other related fields. Triton College is exploring articulation opportunities for its Basic Addiction Counseling program. The College of Lake County reports that its program has not been articulated because few area universities offer a related bachelors programs. Additionally, most students in the program already have a degree and take this program for job certification.

Colleges providing more general Human Service programs reported information about articulation. Lake Land College's Human Services Program students most frequently transfer to Eastern Illinois University and Indiana State University, and college officials plan to formalize agreements with these institutions. Danville Area Community College offers an AAS degree in

Human Services. *College officials are interested in pursuing "capstone" or "2+2" programs, but* there are a very few institutions that offer bachelor's or higher degrees in these program areas. The majority of courses in Oakton Community College's Human Services program transfer to other institutions. An informal articulation agreement exists with National-Louis University for transfer into their Human Services baccalaureate degree. Oakton officials noted that a number of students enrolled in the program already have a degree and are taking courses for job-related reasons.

At the College of DuPage, three articulation alternatives exist: agreements with baccalaureate degree-granting institutions which allow students to pursue a degree majoring in a field related to human services, matriculation into a Health Leadership program, or pursuit of a capstone degree in management. Family Welfare program students at Harold Washington College pursuing an AAS program can transfer through informal relationships with the University of Chicago, Roosevelt University, and Northeastern Illinois University. Formal articulation agreements are held with University of Illinois-Chicago and Loyola University. Washington is moving to formalize agreements with Northeastern Illinois University since many graduates transfer there. At Elgin Community College, representatives from Judson College and National-Louis University visit Elgin's Mental Health Services and Social Work program classes to discuss transfer options with students. Both institutions accept the AAS degree and a maximum number of credit hours. Articulation discussions are currently underway with the University of Wisconsin and two other area institutions.

Sauk Valley Community College's Social Work program has a capstone arrangement with Southern Illinois University which facilitates the transfer process for students. Sauk Valley has been working with Western Illinois University to improve articulation into their bachelor's degree program in this area. At Kennedy-King College, the restructured Social Service program is articulated with the University of Illinois-Chicago and the University of Chicago. Courses/credit hours for both programs transfer throughout the state. Rock Valley College's Social Work program is targeted to paraprofessionals in the field serving areas that do not require a bachelor's degree. If students are interested in a bachelor's degree, they are advised to pursue either an AA or AS program.

Academic Program Review: Colleges review academic programs at least once within a five-year cycle; however, colleges may determine when such reviews will take place. Each year an array of innovations and program improvements are reported. In general, colleges noted expanded use of technology, including distance learning and Internet, modifying coursework to include an international focus, exploring allowable course options under the Illinois Articulation Initiative (IAI), reviewing course content to ensure objectives are compatible with IAI general education course objectives, and adding new Associate in Fine Arts and Associate in Engineering Science degree programs. Specific examples of program improvements in academic areas appear below.

Communications. In Speech, the College of Lake County will reassess existing courses in light of new presentation technology and create a speech/communications Internet page. A course packet is being utilized which contains assignments, evaluation forms, exercises, homework, and sample test questions. Benefits to the students include being able to work ahead or easily determine make-up work. Packets are printed and sold by the college, thereby alleviating *departmental preparation time* and photocopying expense. Richland Community College noted more sophisticated means of utilizing computers in English composition classes, including group work, peer editing, discussions via the Internet, and electronic retrieval. More emphasis is being placed on the collection of electronic bibliographies and the use of on-line databases for research. Richland Community College is offering English 101 via the Internet as an option for students.

Behavioral and Social Sciences. The Economics Department at Moraine Valley Community College will target transfer business students in a primary recruitment initiative to combat declining credit hour enrollments. The Social Science Chair at Moraine Valley is developing a proposal to conduct a research project in Sociology 101 using the Internet. Oakton Community College added higher order thinking skills and students' personal development to syllabi content for social science courses. Parkland College has awarded a sabbatical leave to a political science faculty member for development of computer applications to courses in that division. Illinois Central College plans to develop a political science course that would involve extensive use of the computer for simulations and research. A geography instructor at William Rainey Harper College is restructuring a beginning course into a telecourse option that will use the Internet for student interaction. Belleville Area College's geography department plans to invest in Geographic Information Systems (GIS) hardware and software to update curricula.

Humanities. At Lewis and Clark Community College, a $500,000 renovation of Wade Hall will give the art program new accessible studios, labs, and classrooms for fall 1996. A proposed $1.1 million renovation of Gilman Hall has been approved, giving the Music program a new home by fall 1997. Rock Valley College and Heartland Community College will add Associate in Fine Arts degrees. Black Hawk College will improve the portfolio process it is using for student assessment by adding an additional review after 32 hours. Danville Area Community College has made a commitment to research and develop more courses focusing on women and to broaden course offerings to include specific minority-ethnic groups. Danville has been given an award by the National Endowment for the Humanities in cooperation with the Community College Humanities Association and Phi Theta Kappa International Honorary Society. Several literature and history classes will begin a project for recording oral history in the district. The project will address the area's lack of documented minority and ethnic history. Rock Valley College will intensify plans to create a gallery for students' and area artists' works. Elgin Community College will create a humanities laboratory with computer capacity to assist in logic instruction and as a facility to store, display, and produce slides useful in Introduction to Humanities courses. Joliet Junior College plans to implement a high school solo/ensemble preview and acquire hardware and software to support computer-assisted learning in various music courses. At the College of Lake County, several music faculty are working with theater faculty to develop opportunities in music theater. John A. Logan's humanities department has added tuition waivers for talented music students. Logan plans a major building project to include a music room, practice labs, and an art lab, which will add 6,000 square feet to the humanities area. Logan houses an office for the Southern Illinois Cultural Alliance which develops artistic, musical, theatrical and local cultural heritage presentations for the public. Its Performance and Visual Arts department students are highly sought by university departments and professional companies. Students recently won auditions for summer work at Dollywood and Disneyworld.

Biological and Physical Sciences. John Wood Community College and Lake Land College will increase computerized instruction. Heartland Community College, along with Lake Land, will add Internet assignments. Lake Land will increase efforts to recruit more science majors and continue to update courses as new discoveries are made, especially in emerging areas such as DNA research. Shawnee Community College's life science department detailed quality improvements since 1992 when the college began working with the Cypress Creek National Wildlife Refuge and received accreditation by the North American Wildlife Association. In 1993, native grass and tree plots were planted on Shawnee's campus in conjunction with the U.S. Fish and Wildlife Service. The following year, Shawnee successfully hosted the 1994 spring meeting for the North American Wildlife Technology Association. In 1995, crop plots provided financial rewards for agriculture and wildlife programs, and courses began to be offered via telecommunications. The College of Lake County reports that since math assessment and placement have been strictly enforced, there has been a slight decrease in attrition in beginning chemistry classes. Lake County also indicated that an investment of more than $20,000 over the past three years has been made in micro-chemistry equipment. This smaller way of doing lab experiments means reductions chemical purchases and storage, less chemical use, less waste to dispose of, less exposure to potential hazards and, ultimately, reduced costs. South Suburban College supported three faculty mini-grants in physics and chemistry to integrate technology, equipped the physics laboratory with computers and accessories to enable students to perform new experiments and to record their data, developed a lab manual for microscale conversion in Introductory Chemistry, and added computer software and hardware. Parkland College reported integration of computer and videodisc technology in astronomy instruction, use of the Internet to access pictures from the Hubble Telescope, installation of the Natural Science Department Computer Lab, and acquisition of new lab equipment. Parkland also established the college's Planetarium as an integral part of Astronomy instruction, developed a new physics lab with standing-wave apparatus, and incorporated collaborative learning techniques into some physics courses.

Math. John Wood Community College's Open Learning Center allows students to register for a self-paced math course with open-entry/open-exit flexibility. Math faculty at Richard J. Daley College are assisting in the development of a Center for Teaching Excellence to provide a forum for collaborative discussions and workshops with high school teachers. The use of graphing calculators have been expanded to six math courses at Joliet Junior College, and math faculty have used the Harvard approach in addition to the traditional approach in the teaching of calculus. Each year the math department at Joliet hold competitive math events. Highland Community College will attempt to reduce attrition in its math lab by providing students with a directed, group learning option which will be piloted in fall 1996. Morton College will increase the use of software programs, such as Derive and PCSolve, as well as the use of calculators and computers by students. South Suburban College received grant funding which provided a new math lab for students and portable computers for faculty; improved access to supplementary, self-paced computer modules and videotapes for math students; and allowed a low demand mathematics course (linear algebra) to be offered through distance learning.

Foreign Language. Oakton Community College uses distance learning technology to consolidate sections of essential, but smaller language courses. Oakton was one of only two community colleges to participate in a grant-funded program with the University of Oregon and Earlham College to refine and expand a program of Asian languages. Black Hawk College and William Rainey Harper College enhanced the cultural environment of foreign language classrooms and offer opportunities for total immersion experiences. Harper plans to market the need for foreign language competency in business. Black Hawk College will study the feasibility of language placement exams. Through a professional development program at Morton College, faculty are participating in classroom research projects following the methods of Angelo & Cross. Daily news accounts, transmitted by satellite from France, are incorporated into intermediate-level instruction in French at Parkland College. Audio-visual technology is being utilized extensively in all French courses, and a peer-tutoring service is available to all students free of charge. Parkland has also offered foreign language instruction to employees of an area agricultural firm. In the Spanish language program, Parkland's report indicates the need to acquire computers to support students' use of Internet resources; require that prospective peer tutors complete an interview/approval process with the full-time faculty; and develop/implement a Spanish placement test for entering students, as well as those whose study of Spanish has been interrupted for more than a year.

Engineering Science. Lake Land College has received approval to offer an Associate in Engineering Science, and Heartland Community College plans to develop a pre-engineering curriculum which will lead to the AES degree.

Adult and Development Education Review: As is the case with academic program review, colleges must review their adult and developmental education programs at least once every five years, but may do so during any year they chose. This year, 52 adult education and developmental programs were reviewed.

Adult Education. In general, colleges reported adopting holistic teaching approaches, improving retention and student tracking, increasing staff development, and expanding career planning and child care. Rend Lake College will increase efforts to build business/community partnerships, and Morton College will expand linkages with area libraries, social service agencies, local family literacy activities, and programs offered through the college's continuing education and community service departments. John A. Logan College has worked to integrate the Illinois State Board attendance system and the College Unisys System as part of a pilot project to streamline registration and accounting of adult education students. Logan's Adult Basic Education (ABE) program was recognized as a Center of Excellence by the ICCB for its implementation of "A Career Journey for Adult Education Students," a career exploration and development program. Logan offers late start developmental mathematics and English classes for students who are initially placed improperly and noted the need to improve communications with English and math high school faculty. Spoon River College's department of adult education publishes a monthly newsletter focusing on adult, school, work, and parenting issues; offers open-entry/open-exit day and evening classes at various sites throughout district; and provides on-site day care and free preschool. Southeastern Illinois College received a commendation from the Illinois State Board of Education for helping 46 public assistance students increase their earnings, thereby reducing or eliminating their need for public assistance. Rock Valley College began piloting the External Diploma Program, the only such program offered at the community college level in Illinois. Richland Community College developed an anxiety reduction course to help Adult Secondary Education (ASE) students become better prepared to take the GED test; implemented computer-assisted instruction in all ABE classes; and will implement a family literacy effort in which students can receive ABE instruction, parenting classes, and child care. Richland introduced a new curricula in which GED students identify strengths and weaknesses in specific topics and then, through individualized instruction, acquire skills and strategies to be successful in developmental programs.

Developmental Education. Lewis and Clark Community College has revised its Integrated Study Skills course to help students acquire the skills necessary for success in a specific occupational or academic area. Moraine Valley Community College will restructure its Academic Skills Center to include state-of-the-art technology, mini-study skills courses, and course-specific interventions. Staff will coordinate support efforts with content teachers. Danville Area Community College is dropping its developmental science course to reduce redundancy in course offerings; college credit will be granted through an introductory biology course. Triton College has a new developmental math course "College Math Foundations" which prepares most students for entry into college-level liberal arts math within one semester. Triton's pre-algebra, developmental math course now includes actual applied math problems from the college's technology programs.

Student and Academic Support Programs Productivity and Quality Enhancements

The Illinois community college system recognizes the need to focus on the individual educational needs of students. The colleges in the system must provide appropriate testing, placement, academic advisement and counseling, and tutoring, as well as other support services, to meet the assorted student needs and goals. As evidenced in this and past reports, the colleges diligently strive to provide necessary services which allow students to reach their goals. Over 425 academic and student support initiatives were reported this year. Academic and Student Support Services enhancements resulted in over $790,000 being redistributed to higher priority programs and services over the past year and $1.6 million in long-term reinvestments.

Library. Nine colleges enhanced functions and technology in Learning Resource Centers (LRC) and libraries. Two institutions, Morton College and Prairie State College, reported renovating or building new facilities. Moraine Valley Community College reported that the number of patrons using the library has increased 23 percent in the past five years. Moraine Valley's library houses the Center for Interactive Learning, which assists faculty who wish to infuse technology into classroom presentations and curricula. The college installed a campuswide fiber optic-based media distribution system to provide classroom access to a variety of media equipment from a central control room, connected a CD-ROM tower to the campus network to access CD databases from any location on campus, established a librarian-mediated reference service to assist students with Internet-based research projects, and completed networking of all computer labs located in the Learning and Computing Center. Rend Lake College expanded access to the Shawnee Library System and opened an Internet training lab for faculty and staff which will be expanded in the coming year. Workshops on the use of electronic databases will be offered at Rend Lake, and a computer debit card system and printers for the CD Rom network will be purchased. Danville Area Community College increased the provision of articles with text on-line availability.

Career Counseling and Job Placement. These services were improved at 12 colleges. Oakton Community College coordinated the satellite down-linking of the national teleconference with William Bridges entitled "Where Have All the Jobs Gone?" Forty faculty and staff members, professional practitioners, and community members participated in the program which culminated in an employer panel discussion. Oakton Community College, Belleville Area College, Danville Area Community College, William Rainy Harper College, and Rock Valley College reported on computerized job information systems with the capability of utilizing Internet for current job listings. Danville is developing prevocational skills training for women considering technical/nontraditional careers. Training includes a career development component instructed by Career Services staff. South Suburban College will establish on-site computer linkages to the Illinois Department of Employment Security job listing database, send data mailers on a bi-weekly basis to registered applicants, encourage student usage of Internet for career and job search information, add a part-time staff member to provide follow-up with employers, and expand its annual job fair to two days. Several years ago, Lake Land College began a joint effort with the regional Education for Employment System to offer a career conference to eighth grade students. Each year approximately 1,700 students participate. William Rainy Harper College receives contributions from employers who list job opportunities with the college's placement office. This practice brings in $4,000 to $5,000 per year. Spoon River College expanded job listings and outreach activities, increased workshops and classes on job-seeking and job-keeping skills, and purchased computer software to enable students to complete career inventories. Spoon River also purchased equipment and related software to link the Canton and Macomb Centers that provide career data, linkages to one-stop career centers, and computerized access to career inventories and testing. Rend Lake College collaborated with the Illinois Department of Public Aid to develop a career enhancement class, "Skills for a Successful Career."

Personal and Academic Counseling/Advisement. Illinois Central College received grant funding to develop an "Endangered Student Identification Tracking-Support System," to initiate an advisement program for part-time students, and to develop a counseling resource center which provides information on topics such as suicide, HIV, stress management, and test anxiety. John Wood Community College has mandatory advisement for all new students, a retention program for students who are marginal or at greater risk, and a program for undecided students. The College of DuPage implemented a mandatory advisement program for students with reading difficulties. McHenry County College plans to have a computer-assisted college articulation system operational in the coming year to enable students to compare their transcripted courses with the requirements of other institutions. Two years ago, the counseling center at Rend Lake College initiated a program with two area high schools where a Rend Lake counselor works in each school two days per week to provide information to students, teachers, and staff. Waubonsee Community College implemented the third phase of its Academic Advisement Program, requiring students to review their academic program with counselors after completing 24 credit hours.

Assessment. At Highland Community College, computer- adapted placement testing has been initiated for all on-campus testing. Highland studied assessment and placement data over the past two years and will examine and revise cut-off scores accordingly. Waubonsee Community College has an Assessment Advisory Committee comprised of faculty, support staff, and administrators who regularly review current assessment practices and policies and recommend appropriate changes. Waubonsee's Assessment Services provided the leadership in the development of the Assessment of Student Academic Achievement Plan, which was submitted to North Central Accreditation (NCA). The college's plan was recognized as exemplary. Illinois

Central College enhanced testing by streamlining office procedures, expanding an off-campus high school placement testing program, and initiating automated reporting systems.

Recruitment and Retention. Five colleges fine-tuned their new student orientation sessions. Elgin Community College's Youth Coalition/SYNERGY program was formed to increase the awareness of the college among ethnically diverse high school students and their families; to promote cross-cultural cooperation, understanding, and appreciation; to bring more people from diverse cultures to the college; and to showcase cultures in a positive way to a larger audience. The program is a combination of monthly meetings, an annual leadership and planning retreat, and an annual performance event called SYNERGY.

Financial Aid. Although the community colleges provide the most affordable opportunity in higher education, attainment of financial assistance is still a necessity for many students. Twelve colleges reported improvements in their financial aid services. Belleville Area College added on-line financial aid data and student notification. Joliet Junior College expanded the availability of information through Kiosk terminals. Parkland College renovated and furnished the college's financial aid offices to provide maximum privacy for confidential discussions with students. Rend Lake College and Rock Valley College reported initiating Electronic Data Exchange (EDE), which enables colleges to electronically submit applications and information for processing requests for financial aid grants and loans in considerably less time than the conventional means of processing required. Rend Lake's financial aid office has been selected as one of two community colleges in the state which will be part of the Monetary Award Program (MAP) alternative delivery program. Highland Community College recently revised its standards of Satisfactory Academic Progress. Parkland College lowered its default rate by implementing loan counseling; a test was administered to ascertain borrowers' awareness of their rights and responsibilities. Loan proration was effected, reducing students' total indebtedness at exit. In 1995, Parkland College became one of six community colleges that are currently participating as "level one" direct lending institutions. In spring 1995, a financial aid voice response system became operational, enabling students to more easily inquire about the status of a loan application, determine amounts of awards, or request application materials.

Academic Support Services. Heartland Community College surveys students twice a year to determine levels of satisfaction with academic support services and to identify areas needing improvement. As a result, Heartland has increased the number of tutoring hours, added study groups, upgraded computer speed and memory, added resources to the library, and increased class space. In its math lab, William Rainey Harper College plans to provide networked student records for math lab faculty to review. Harper's writing center added "Daedalus Integrated Writing Environment," Harper-On-line Electronic Publication, Web Home Page Development, Harper's On-Line Writing Lab (HOWL), and PowerPoint Presentation software. A program called "Success Services" has been expanded to the junior and senior high schools, which helps students improve study skills, test scores, and aids in student retention.

Special Needs Support Services. Belleville Area College reports a growing demand for staff to work with special needs students and concern for the potential loss of Perkins funding. Special needs support staff were added at Moraine Valley Community College, McHenry County College, and Lewis and Clark Community College to help with such activities as student tracking, academic advisement, career decision making, and articulation. William Rainey Harper College is developing an Assistive Technology Lab through corporate and grant funds. Danville

Area Community College purchased equipment and computer software to enhance information access by students with disabilities. Lake Land College established a special needs student club to promote awareness and to serve as a support group for these students. Lake Land also sponsored a Special Needs Awareness Day in conjunction with the college's Health Fair.

A couple of colleges also mentioned their outreach efforts to junior and high school students with special needs. Both Belleville Area College and Moraine Valley Community College have initiated contacts with area high schools to assist students with special needs make the transition to a postsecondary institution. In addition, Moraine Valley held a transition conference for high school juniors and seniors with disabilities and their parents.

Transfer Centers. Belleville Area College sponsors a three-day camp for junior high school students from underrepresented groups. The camp is staffed by personnel from the Belleville Area College, Southern Illinois University-Edwardsville, and Scott Airforce Base. It emphasizes the importance of postsecondary training, provides for career exploration, and coaches students in good study and learning habits.

Other Initiatives. Television and Production Services. Oakton Community College reports that this division has been honored by several national agencies for the high quality of its productions. Recently, the Community College Association for Instruction and Technology chose the department's "Our Most Precious Resource" as its Best Public Relations Video. In Student Activities, Moraine Valley Community College has a Community Service/Volunteer program with the purpose of fostering awareness, connectedness and responsibility between students and the community they live in. To accomplish this, the college cultivates volunteer opportunities in area agencies and places students in these positions. Students are asked to reflect on their experiences at the end of each semester. Triton College reported on its Seniors Studies program, which received a cash award of $25,000 for Unified Seniors Initiatives including RSVP, ARCC and Senior Studies by the Retirement Research Foundation. A Senior Outreach and Sharing Program was established to offer free entertainment programs by Senior Studies performing arts students at a wide variety of community sites. Seven to ten programs were scheduled each semester.

Overall Academic Program Productivity and Quality Enhancements

Colleges listed over 225 initiatives aimed at increasing the productivity or quality of the colleges' overall academic functioning. These initiatives impact multiple areas of the college and are not limited to one particular program. College actions resulted in nearly $2.6 million in short-term reallocations and a projected $9.0 million in reinvestments.

Staff Development. The success of the community college system relies heavily on the skills and abilities of its faculty and staff. College employees must keep pace with evolving technology, societal issues, and the latest classroom instruction and assessment techniques to offer students the best education possible. Professional development programs at the colleges provide employees with the opportunity to further strengthen their skills. Nineteen colleges specifically mentioned their professional development programs designed to increase the quality and productivity of the college workforce. These colleges included Black Hawk College, Malcolm X College, Wilbur Wright College, Danville Area Community College, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois

Central College, Illinois Eastern Community Colleges, Kishwaukee College, Lake Land College, Morton College, Oakton Community College, Parkland College, Sauk Valley Community College, Shawnee Community College, South Suburban College, Southeastern Illinois College, and Triton College. For example, in the past year Shawnee College has held training on the Buckley Amendment concerning the privacy of information, gang awareness, drug and alcohol abuse, use of presentation computer software, and working with learning disabled students.

Integration of technology into classroom and administrative functions requires continual training as educational technology advances. Many colleges offer distance education and are rapidly expanding the number of these course offerings. In accordance with this trend, colleges are providing access to and training in these technologies to college staff and extending training and access to their students as well. William Rainey Harper College has hired an instructional designer to assist faculty in new distance learning or media efforts. In an effort to impact student retention, Joliet Junior College has expanded its quiz bank system in the Academic Skills Center to assist students prepare for classroom testing. Sauk Valley Community College has begun implementing a four-year technology plan to facilitate the proper integration of technology in classrooms, laboratories, and offices. South Suburban College reports that it instructs all students on how to access and use electronic information. Malcolm X College has just embarked on the distance learning trail, and is ensuring the success of future distance learning endeavors by concurrently providing staff development activities on technology and futuristic instruction.

Continuous Quality Improvement (CQI) training and Total Quality Management (TQM) techniques are often provided in staff development training at the colleges. Danville Area Community College has developed a "Quality in Action" reward system for faculty, staff, and administrators. In the Illinois Eastern Community College district, the TQM initiative encompassed a review of academic and administrative units, resulting in a realignment of college operational boundaries.

Scheduling. The community college system is continually assessing the needs of its students. Nine colleges reported initiatives for providing the proper scheduling of program offerings to best meet the diverse needs of the college student body. Wilbur Wright College regularly reviews class sizes and performance standards in vocational programs and currently has before its Board a proposal to increase instructional time in its academic calendar. Highland Community College has surveyed households in its district to determine the best class schedule, while Joliet Junior College and Parkland College have increased the number of 7:00 a.m. classes to accommodate students. Kaskaskia College found a need to increase the number of evening and weekend course offerings. Likewise, Spoon River College expanded its evening course schedule offerings in its summer schedule. In order to generate a more tractable and conflict-free schedule for its students, Morton College has devised a cooperative schedule building process.

Staffing/Curricular Changes. Twenty-one colleges cited initiatives to add, eliminate, or modify departments and divisions, curricula, and staffing, creating a five-year projected statewide savings of over $7.9 million. For example, the College of DuPage decreased the number of academic divisions from six to four, and Kennedy-King College moved its Humanities, Fine Arts, and Foreign Language departments under the umbrella of the English Department.

Partnerships. The mission of the Illinois community college system recognizes the need for "extensive collaboration and cooperation with community agencies, government, business and industry, and other educational institutions" in order to offer communities a quality education. The initiatives reported by the colleges in the system clearly indicate that they continue to seek community partnerships. For example, Heartland Community College has developed an Education-to-Careers Plan with community partners. Spoon River College currently offers 17 courses through its telecommunications cooperative ~ Western Illinois Education Cooperative. Southeastern Illinois College has increased customized training for several district businesses. Having initiated an agreement with Kendall College and several other new partnerships this past fiscal year, Triton College is now involved in over 300 partnerships.

Administrative Productivity and Quality Enhancements

In response to changing needs, community colleges are realigning administrative responsibilities; improving administrative computing and networking; improving facilities management; acting to control rising insurance and health care costs; and targeting areas to conserve energy and human resources in creative ways. Over 350 initiatives were identified to improve the administrative functioning of the colleges. The efficiency and effectiveness with which current year administrative initiatives were addressed resulted in approximately $5.1 million short-term reallocations, and an estimated five-year dollar amount for reallocated activities exceeds $15.7 million.

Colleges continue to make great strides towards **revising administrative duties and responsibilities.** Seven colleges (Black Hawk College, Harry S Truman College, Harold Washington College, Wilbur Wright College, Elgin Community, Illinois Central College, Prairie State College, and Parkland College) eliminated or combined high-level administrative or academic positions or delayed hiring for the purposes of reengineering and cost-efficiencies. Many colleges also reengineered operations.

Several colleges indicated an ongoing need to **enhance administrative computing, networking, and communications capacities.** Belleville Area College upgraded its administrative computing capabilities at its Red Bud campus. Wilbur Wright College began extensive staff training regarding its new network. Danville Area Community College upgraded the campus mainframe's memory and diskspace. Illinois Central College established a computer migration program to guide the transition to future upgrades. Likewise, Rock Valley College purchased and installed 300 new computers, as well as implementing new payroll and financial records software. Lewis and Clark Community College recently completed a feasibility study for a managed services contract worth $6.7 million over a five-year period. McHenry County College, Lake Land College, Rock Valley College, Illinois Eastern Community Colleges, and Triton College, as well as others, have increased internet connectivity. Highland Community College, McHenry County College, and others have completed extensive networking projects for both students and staff. While all colleges utilize some form of distance learning, several colleges gave specific examples of enhancements. Illinois Central College has made a concentrated effort to upgrade its telecommunications capabilities, while Elgin Community College finished a telecommunications plan for fiscal year 1997 and 1998. Black Hawk College, Malcolm X College, and Parkland College recently implemented touch-tone registration systems on their campuses.

Several colleges have performed projects to significantly **improve facilities and building maintenance.** Colleges continue to replace roofing and upgrade lighting systems throughout the state. Black Hawk College and Lake Land College continued implementing modifications to comply with the Americans With Disabilities Act. Harry S Truman College made better use of existing space by converting a music room into a Satellite Business Seminar Center. Due to growing enrollments, Heartland Community College secured an additional 7,000 square feet of classroom space. Elgin Community College remodeled over 16,000 square feet of ceiling space campuswide. Several colleges, including Belleville Area College, Black Hawk College, Malcolm X College, Kishwaukee College, Lake Land College, and South Suburban College, improved shared common areas such as parking lots, roadways, gymnasiums, and libraries. In addition, Illinois Eastern Community Colleges and Illinois Valley Community College both negotiated new maintenance contracts for greater efficiencies, while Rock Valley College has worked out an agreement with the city of Rockford for the disposal of waste chemicals. Similarly, Illinois Valley Community College is currently bidding to improve solid waste disposal services.

Colleges continue to monitor their **energy consumption** and have acted to improve the energy efficiency of their facilities. Replacing existing lighting with more efficient fixtures was cited by several colleges as a way to cut energy costs. Triton College has contracted a multiyear deal with Johnson Controls aimed at improving energy conservation with the contractor guaranteeing savings to cover the cost of the initial project. Parkland College has completed phase II of the chilled water system. Illinois Valley Community College will incur future saving through renegotiating with several utilities.

Colleges recognize the need to **control rising insurance, health care, and legal services costs**. Illinois Central College arranged a program with six area hospitals to reduce health care costs for employees. Likewise, Kaskaskia College, McHenry County College, and Belleville Area College have reviewed and are taking action toward minimizing insurance and health care expenses, while attempting to increase health-related services. Heartland Community College recently developed a partnership agreement with its local hospital for employee health services. Both Illinois Eastern Community Colleges and Illinois Valley Community College are in the process of reviewing their options regarding property and casualty insurance services. McHenry County College and Black Hawk College reported savings through renegotiated or revised contracts for legal services.

Public Service Productivity and Quality Enhancements

Public service course offerings are an important part of the community college system in Illinois because they promote lifelong learning and are responsive to community needs. Public Service programs are defined as "noncredit instruction and activities such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community designed to be of service to district residents." Instruction is structured so that it does not compete with regularly scheduled credit-generating course offerings. Courses, workshops, camps, conferences, and the variety of activities that take place through public service programming meet the diverse needs of community members.

Community colleges strive to make public service programs self-sufficient. In the case of noncredit courses, which are not state funded, colleges must look for other means of funding. Usually, courses will be offered only if they generate sufficient interest so that enrollment fees cover instructional costs. Colleges described more than 150 Public Service productivity enhancement or quality improvement initiatives which will result in $700,000 in short-term reallocations and $2.2 million in projected reallocations during the next five years.

Community colleges regularly **review and assess the viability of programs** within the public service arena. Many chose to delete programs and positions. Kennedy-King College deleted the Summer Learning Camp from its offerings. Harry S Truman College made appropriate cuts in its 1996 Continuing Education Division budget. Elgin Community College eliminated the position of Vice President for Corporate Development and restructured all auxiliary operations to pay rent, break even, or after careful review--receive subsidies. Joliet Junior College eliminated 15 public service courses to the general public, ten public service courses for Youth, and will continue to eliminate courses that are not self-sufficient. Oakton Community College eliminated its "Acting Up" community program and a temporary part-time director's position within its Older Adults' (Emeritus) Program. Parkland College eliminated two positions in the College and Community Relations office and transferred 50 percent of a Continuing Education Workshop position to Business Training. Parkland also hired a consultant to improve the structure and effectiveness of its College and Community Relations Department.

Harold Washington College reviewed all of its public service programs to ensure that they become self-supporting. Danville Area Community College continued to develop course sequences within the Tech Prep area. Heartland Community College continued to develop and implement courses which meet community needs and also developed and refined the implementation of its self-managed team. In its report, Illinois Eastern Community Colleges noted that public service programs are evaluated by interest and attendance and must be self-supporting. Rock Valley College saved funds in the delivery of public service programs by using less expensive/recycled materials. Sauk Valley Community College noted that it conducted telephone and focus group assessment to determine public service offering needs. Parkland College reported that it realigned Parkland College Television with Continuing and Community Education, thus eliminating the need for a departmental media coordinator.

Keeping in touch with the increasingly large impact computers play in daily life, many community colleges provided **additional noncredit coursework in the computer science area** and also **increased their investment in telecommunications networks to deliver public service programming**. Belleville Area College upgraded computer labs at its extension center computer labs. Malcolm X College reported that it provided additional noncredit courses in computer science. Through its Business and Economic Institute, Danville Area Community College updated its labs with a total of 45 pentium computers and printers. Elgin Community College joined a local consortium (ELGINET) and a consortium of Kane County Schools to be hooked up to the internet. At Illinois Eastern Community Colleges, computers were provided to increase efficiency. Kishwaukee College utilized funding from administrative allocations to network the Business Industry Development Center Computer Lab and also increased the efficiency between offices through compatibility of software. Kishwaukee also reported that it upgraded computers in Community Services. Relatedly, Lake Land College hired a full-time resource specialist to recruit new training consultants and handle the coordination of computer training in its Center for Business and Industry. The college also purchased a portable computer lab and software.

Morton College reported that it increased its Computer Learning Software which is used across credit and noncredit programs. Rend Lake College reported that it is continuing to assess and upgrade software offerings in its Community Education Computer Training Division and has already begun community training on the Internet.

With regard to the **telecommunications area**, Black Hawk College obtained a grant to deliver transfer and public service curricula via public television on WQPT. Danville Area Community College presented several satellite programs to area labor and management leaders and faculty, staff, and administrators through its Labor Management Council. Joliet Junior College reported that its FM carrier within the Radio Information Service, increased to 24-hour broadcasts. Kishwaukee College expanded partnerships with the Chamber of Commerce and others to promote video teleconferencing for local manufacturers.

As institutions continue to play a vital role in their communities, more and more they are hosting and offering **additional programs in the Arts.** Wilbur Wright College reported that it opened the Chicago Children's Theater Workshop resources to public elementary school children. More than 11,000 children were served at no cost to the college. Kishwaukee College held a summer country festival and student art production to provide additional opportunities for the public to enjoy the Arts on the college campus. College gardens, student work, and the talent of local crafters were exhibited. Lake Land College hosted the Art Heritage Show and a photograph show open to both amateurs and professionals to give area artists an opportunity to exhibit their works. Lake Land held a Junior High School Music Festival which gave talented young musicians in band and chorus an opportunity to learn and perform with each other. Southeastern Illinois College reported that its Heritage Festival operated on a cost-recovery basis and turned a profit for the college.

Public service offerings often include technology training and programs for business and industry. Danville Area Community College added a Training Accounts Specialist to increase and improve services to area businesses. The success and continuance of the position will be based on pre-set productivity measures. Danville also conducted business and industry tours with 50 administrators and school board participants. Additionally, the college developed a Career Awareness Video to help market the Tech Prep option in high schools and provided training for worksite supervisors working with youth apprentices. With its Labor Management Council, Danville added a public sector representative to its committee; developed a reward system for "Outstanding Labor and Management Leaders"; started the second phase of training with the Labor Management Institute; and presented several satellite programs to area labor and management leaders, faculty, staff, and administrators. Illinois Central College reported that a Center for Nonprofit Excellence was initiated in July 1996. Kishwaukee College provided basic skills testing for local employers as a part of expanded services and customized training in the Adult Basic Education arena; provided students with pre-employment skills, assistance in writing resumes, and connections to jobs and internships; hosted a conference for many business leaders to learn about the Illinois Satellite Network capabilities; and increased services to small businesses. Lake Land College held noncredit seminars for public school cooks, social workers, and clerical workers and certified two training associates to deliver Total Quality Transformation Seminars to business and industry through its Center for Business and Industry. Lake Land also administered the Illinois Manufacturers Association ITP Training Grant through its Center for Business and Industry and, through its Dislocated Worker Program, developed and implemented a Career Center to house various grant programs. McHenry County College reported that it trained more than 5,800 individuals during the past year through customized in-plant training, workshops, and seminars.

Community colleges provided a variety of **experiences for youth and adults**. During fiscal year 1996, these included increased course offerings to senior citizens at Malcolm X College and a 160 hour Tractor/Trailer Driving School Training Program at Danville Area Community College. Parkland College increased program efficiency by combining grant resources and collaborating with agencies for outreach and services through its Adult Basic Education program. Prairie State College built a new Community Instructional Center. At Oakton Community College, a "Sunshine" program was provided through the Alliance for Lifelong Learning program to enable high school drop-outs to gain a high school diploma. Parkland College developed a collegewide continuing education class schedule called "Live and Learn" which included a Transition to College class.

Public Service programs and services continue to provide a valuable service to community members. By creating a diverse, innovative, and responsive selection of courses, public service programs are reaching out to a broad cross-section of the district's population.

State-Level Initiatives

During fiscal year 1996, several initiatives pertaining to accountability and productivity were conducted by the Illinois Community College Board. Summaries of some of these activities are presented below.

ICCB Goals and Objectives. The first year of a three-year goal cycle has been completed. These goals identify special initiatives in addition to the routine responsibilities of the Board. The ICCB Goals and Objectives for 1996-1998 are structured around the five major themes in *Vision 2000* - the systemwide strategic plan. The work plans designed to achieve the goals and objectives are assessed on a biannual basis to determine progress toward the goals and to identify any needed adjustments. The latest status report was presented to the Board in June.

Access and Opportunity Task Force. In October 1995, the Illinois Community College Board adopted the recommendations of the ACCESS and OPPORTUNITY COMMITTEE, appointed by the Board, to study accessibility and opportunity within the community college system. The report of the committee was written to promote discussion and encourage innovation and action. The committee examined barriers to access and opportunity, identifying financial barriers, personal barriers,preparational barriers, and geographical barriers. The report identifies six major challenges facing community colleges as they continue to fulfill their mission and assist in eliminating the barriers. Additionally, recommendations for addressing these challenges were provided. These recommendations are being implemented with major success already being achieved.

Uniform Financial Reporting System Development Programming. The Uniform Financial Reporting System (UFRS) is a major Illinois Community College Board initiative. The system was developed to provide a comprehensive financial database for use by community colleges in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the college level. The system has undergone major development and testing during fiscal year 1996.

Study of Pre-College Level Instruction. Data have been compiled on costs, credit hours, and enrollments in remedial/developmental and adult basic and adult secondary education programs. A survey is also being developed to gather additional information from the colleges about instruction being delivered in these program areas. The study developed in collaboration with the Illinois Board of Higher Education will examine pre-college instruction in postsecondary education in community colleges and universities. The purpose of the initiative is to improve curriculum by advancing the development of statewide integrated curricula models for adult and remedial/developmental education.

Licensure Data. A data sharing agreement has been signed by the Illinois Community College Board Executive Director and the Director of the Illinois Department of Professional Regulations which will provide data about students from the community college system who take licensure examinations administered by that agency. Data will be obtained from the department in late fall with an analysis completed in time for colleges to use the data in their fiscal year 1997 program reviews.

Nonreturning Student Survey. As a part of the community college system's efforts to assess outcomes for the range of students served by the colleges, the Illinois Community College Board is working with the MIS/Research Advisory Committee to develop a survey of nonreturning course taking students. This standard survey will provide a statewide perspective on course takers reasons for attendance, the relationship between community college coursework and employment, and satisfaction with their community college experiences.

Transfer Study. A transfer study, which began in fiscal year 1996, will be completed late this fall. The study uses the community college and public university shared data files, administrative databases from selected neighboring states, and both in-state and out-of-state data obtained from private higher education institutions. The Presidents Council and the Federation of Independent Colleges and Universities are supporting this initiative.

Workforce Preparation Program Common Performance Management System in Illinois. Building on a project sponsored by the National Governors Association two years ago, state agencies involved with workforce preparation have been working to develop a workforce preparation program common performance management system to align workforce preparation program outcomes, measures, and standards across program providers. It is anticipated that some form of the system will be utilized under emerging federal workforce preparation legislation.

Serving Underserved Areas Through Off-Campus Coursework and Telecommunications. Staffs of the Illinois Board of Higher Education and the Illinois Community College Board worked together to conduct of study of off-campus course offerings. The study was presented to both boards in January 1996.

Student Preparation Study. During their May Board meetings, the Illinois Community College Board and Illinois Board of Higher Education received jointly prepared reports on student preparation. The reports included information about community college feedback reports to high schools and the legislatively mandated subject area-specific minimum requirements for students entering transfer-oriented programs. These two initiatives help communicate expectations to high school officials and those entering community colleges who are recent high school graduates.

Accountability Awards. During 1996, the Illinois Community College Board honored four colleges for their Excellence in Accountability. Elgin Community College received an award for its PQP/Program Review Reporting. John A. Logan College was presented an award for its participation in the Uniform Financial Reporting System development. John Wood Community College received an award for its efforts in High School Feedback Reporting. Parkland College received an Excellence in Accountability award for its Underrepresented Groups Reporting.

Teaching/Learning Awards. During 1996, the Illinois Community College Board presented awards to William Rainey Harper College, College of Lake County, and Malcolm X College for exemplary programs to enhance the teaching/learning process.

Workforce Preparation Awards. Three colleges (Illinois Central College, College of DuPage, and Joliet Junior College) were recognized for their efforts to improve the employment and job training needs of their communities.

Funding Task Force. At its meeting on January 19, 1996, the Illinois Community College Board adopted the recommendation that a System Funding Task Force be established to review, analyze, and assess the impact of concepts included in the Presidents Council's report entitled *Operational Funding of Community Colleges in Illinois: A New Look*. The task force considered other relevant concepts and will present its report to the ICCB on September 20, 1996.

Illinois Community College System Program Directory. A brochure outlining programs offered by community colleges was developed and distributed to community colleges, high schools, state agencies, legislators, and business and industrial associations throughout the state. The brochure also has been put on the Internet as a user-friendly database of programs.

Internet Listservs. The Illinois Community College Board has created listservs for various constituencies of the community college system as a more efficient communication mechanism. Listservs use Internet technology to electronically link persons with common interests and expertise across the system.

Revamp of Occupational Program Approval Process. This initiative was designed to improve the productivity of the program approval process. The revised process is more functional for community colleges and meets statutory requirements to approve curriculum based on curriculum standards -- the process was streamlined while retaining its integrity.

Manufacturing/Machining Panel. The Illinois Community College Board, Illinois Board of Higher Education, and Illinois State Board of Education jointly convened a panel to develop a model articulated curriculum in manufacturing technology to utilize the newly adopted state and national skills standards in machining. The panel consists of faculty from community colleges, high schools, and universities, as well as private representatives from manufacturing firms.

Workforce Preparation Action Plan. Illinois Community College Board staff worked with the staffs from the Illinois Board of Higher Education, the Illinois State Board of Education, and the Department of Commerce and Community Affairs to develop the Workforce Preparation Action Plan. A statewide task force assisted the staffs with the project. The plan has been endorsed by each of the educational boards and approved by the Human Resource Investment Council and was used as the guide in preparing the Education-to-Careers grant application.

Workshops and Conferences. Several workshops and conferences have been held during the year emphasizing the concepts of accountability and productivity. These include the annual Teaching/Learning Conference, the National Adult Literacy Technology Conference, the ICCB Leadership Conference, the PQP/Program Review Workshop, the MIS/Research Workshop, and others.

Illinois Articulation Initiative (IAI). This initiative, sponsored jointly by the Illinois Board of Higher Education and the Illinois Community College Board, began in 1992 and is designed to enhance the transfer process among all colleges and universities in Illinois. During this past year, phase II of the project focused on identifying major-specific coursework for statewide articulation.

Recognition. Illinois Community College Board staff are working on draft standards for the next five-year Recognition cycle. Proposed standards are being developed, and staff will seek input from system representatives as progress is made. An effort is anticipated to explore if additional parts of the process can be conducted through a desk audit process.

Illinois Occupational Skills Standards Progress. Illinois Community College Board staff continue working with Illinois State Board of Education staff and other workforce providers to support progress of the Illinois Occupational Skill Standards Credentialing Council (IOSSCC). At the February 1996 meeting, the IOSSCC adopted skills standards for machining levels I, II, and III, built on the national standards, as well as for the nursing cluster, built on the model articulated nursing curriculum developed through the Illinois Articulation Initiative. An internet homepage for the skills council is under construction and will provide information and updates on the progress of the various skills subcouncils and standards being developed.

Illinois Incentive for Action Scholarship Funds Earmarked for Needy Freshman. The Illinois Incentive for Access (IIA) grant passed the General Assembly in spring 1996 which will provide scholarship funds to an estimated 18,000 of Illinois neediest freshman students. Approximately two-thirds of them are expected to attend community colleges. One-time grants in the amount of $500 will be provided to eligible freshmen students enrolled on an at least half-time basis at an Illinois public or private higher education institution.

Adult Education Legislation. The General Assembly passed legislation enacting an interagency agreement for adult education governance between the Illinois State Board of Education and the Illinois Community College Board. This collaborative initiative will further enhance the high-quality system of lifelong learning for Illinoisans. Each fiscal year, a major portion of increased funding will be directed to the performance-based distribution of funds.

One-Stop Career Centers/Employment and Training Centers. Illinois Community College Board staff are involved in the ongoing development of the One-Stop Career Centers which the Department of Commerce and Community Affairs and Illinois Department of Employment Security received a federal grant to operationalize. As of this report's publication, the project is entering the second year of a three-year initiative. Illinois Community College Board staff are participating in discussions about common client/student intake forms, system design, system implementation options, and the information needs of potential users of the centers.

Illinois Human Resource Investment Council (HRIC). A Human Resource Investment Council (HRIC) has been formed to create a forum for the state, business, and labor to chart the development and coordination of workforce preparation policies and programs throughout the entire state. The HRIC includes 33 representatives from the private sector, education, government, labor, and community-based organizations. Among the members are a variety of individuals who represent community colleges (or who represent other sectors, but have affiliations with community colleges), including Harry L. Crisp II, Marion Pepsi-Cola Bottling Company (and Illinois Community College Board); Robert J. English, PMA Financial Network, Inc. (and Illinois Board of Higher Education); Sharon A. Fisher-Larson, Elgin Community College; Ronald J. Gidwitz, Helene Curtis, Inc.; Robert K. Luther, Lake Land College; Barbara D. Olschlager, Lake County Area Vocational System; and Blanche Shoup, Carl Sandburg College. The Illinois Community College Board Executive Director will also serve on the HRIC, as will the executive directors of Illinois State Board of Education, Illinois Board of Higher Education, Illinois Department of Employment Security, Illinois Department of

Commerce and Community Affairs, and Illinois Department of Public Aid, as well as Lt. Governor Robert Kustra.

Educational Guarantees. As of April 1996, 34 community college districts have adopted educational guarantees covering occupational and baccalaureate/transfer programs, another district guarantees occupational programs and has a transfer policy in the works, and another has a districtwide policy underway to cover all programs. Since the inception of the guarantees initiative, there have been no guarantees called in the state. Colleges have also commented that the adoption of the statewide general education common core will facilitate implementation of transfer guarantees.

Summary and Conclusions

Community colleges continue to make an impact on higher education by providing accessible and affordable high-quality education and training. By nature, they are student centered institutions with a clear focus on teaching and learning. Community colleges provide the programs and services that help current workers enhance or acquire skills for advancement and/or position retention. Community college workforce programs also provide persons looking to enter the job market an opportunity to gain skills and knowledge necessary for success in an increasingly technical workplace. By focusing on teaching and learning and offering an array of technical training, community colleges are providing a valuable service to their communities. The value of community colleges is recognized by leaders in many arenas, as demonstrated in the following quotes. The initial introductory quote is from the principal researchers in the National Study of Student Learning who highlight the community college's success in providing the first two years of college for students with an interest in completing a bachelor's degree. The second quote touches upon the role community colleges must play in developing the highly skilled workforce required in an increasingly competitive world economy.

> "Two-year colleges may be a cost-effective means to obtain two-years of college without sacrificing job market competitiveness....Highly motivated students can get a great education at community colleges, thanks largely to the schools' emphasis on hands-on teaching. [Others] would do well to learn a lesson or two about teaching from the two year schools." -- Ernest Pascarella, University of Illinois at Chicago, Discussing the National Study of Student Learning in "A Cheaper Path to a College Degree. The Benefits of a Community College," U.S. News and World Report, September 25, 1995, Page X)
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> "Community colleges will be the providers of the 'up-skill' workforce." -- David Pearce Snyder, Consultant and Futurist, Presentation at McHenry County College (IL), October 26, 1995.

This report captures many of the innovative activities which are occurring in Illinois community colleges. It contains highlights from the individual descriptions and analyses submitted by Illinois' public community colleges in their *Priorities, Quality, and Productivity and Program Review Reports*. The emphasis in this report is clearly on activities and initiatives taking place on community college campuses across the state. This is the second year for a combined statewide report encompassing the Priorities, Quality, and Productivity (PQP) and Program Review processes. Producing a combined report is appropriate because PQP and Program Review are complementary initiatives whose combined impact is symbiotic.

The three primary sections of the report include Priorities, Quality, and Productivity Special Focus; Analyses of the Results of Fiscal Year 1996 College PQP/Program Review; and State-Level Initiatives. Subsections exist within each broad area. Topics considered in the PQP Special Focus section this year consist of college priorities, governing board involvement in PQP, faculty roles and responsibilities, and enhancing occupational follow-up response rates. Numerous programs in 24 occupational/vocational program areas, seven academic disciplines, developmental and adult education, student and academic support, overall academic, administrative, and public service functions are examined in the Results of Fiscal Year 1996 College PQP/Program Review Activities. The State-Level initiatives section briefly highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity.

College Priorities. Colleges initially submitted their Priorities Statements to state officials last year. These statements focus on specific, short-term objectives derived from, and consistent with, the college's mission and focus. Updated priority statements were submitted this year. As anticipated, continuity was evident from last year's submissions with ten common themes from last year being reasserted by the colleges: teaching/learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, technology, and resources. Strategic planning and globalization received increased emphasis over the past year. These themes reflect the essence of why community colleges exist.

Integration of PQP/Program Review and Accountability by Local Governing Boards. Colleges consistently responded that their local governing boards are actively involved in integrating the underlying philosophy of the PQP/Program Review/Accountability initiatives into their procedures and processes. The colleges highlighted a variety of approaches where they are integrating PQP/Program Review/Accountability into their operations, including ongoing oversight of college submissions, board retreats, the board's subcommittee structure, and the board's budget approval authority. Board members actively participate in discussions with top administrators, faculty, staff, and the public about opportunities and challenges facing the college. Local boards have a keen interest in how programs and services coincide with the colleges mission and its overall plans. The board actively participates in establishing the framework for moving the college forward and periodically accessing institutional progress toward attaining desired goals.

Faculty Role and Responsibilities. During fiscal year 1996, community colleges continued to develop and implement plans for enhancing the quality of faculty work and contributions to sustaining and enhancing institutional quality and productivity.

College Mission Statements, Priorities, and Goals include Faculty Development and Support activities as top priorities. A variety of approaches are used to foster development, including Centers for Teaching and Learning, extensive new faculty orientation, mentoring programs for new faculty, mechanisms for helping faculty increase their familiarity with the latest technology and tools for instruction, and assisting faculty as they develop an increasingly global perspective in their areas of expertise.

Colleges were asked to provide information on how tenure, promotion, and salary policies promote the college mission, priorities, and objectives. All such initiatives must work within the basic constraints of state statute regarding tenure (110 ILCS 805/3B) and within collective bargaining agreement language. Operating within these constraints, every college has carefully developed evaluation processes which play a major role in tenure, promotion, and salary decisions. Promotion and compensation packages are frequently provided for in faculty contracts and are, typically, based on high standards of performance and continued development practices which lead toward college goals and objectives.

Colleges also reported on incentives used to encourage faculty scholarship and research. The reward systems highlighted in the preceding paragraph are used extensively to encourage and support faculty scholarship. The volume and quality of scholarly activities submitted by the colleges were impressive and substantial, including workshop presentations, conference presentations, musical and theatrical performances, exhibitions of visual art, degree completion, field research, and a variety of publications.

Improving Occupational Response Rates. In the most recent occupational follow-up study, colleges were encouraged to set higher benchmarks for their response rates and asked to describe current and planned enhancements for tracking nonrespondents. All colleges make multiple contacts with students using a variety of tactics. Multiple mailings are used across the board with additional telephone follow-ups pursued by many colleges. Suggested enhancements included surveying within six months of graduation, conducting the part of the study addressing satisfaction with colleges services just prior to graduation, acquiring access to current addresses and telephone numbers by either using exit interviews or graduation surveys to gather information about close relatives in the area who the student is not currently living with but who may be a good source of information in the future (parents, grandparents, etc); faculty and alumni associations were also identified as good sources for locating students who move after graduation. Another suggestion was to shorten the survey instrument itself. Keys to achieving high response rates cited included persistence--repeated attempts at contacting graduates, using multiple methods in attempting to reach graduates, and seeing that a high benchmark is established locally.

Instructional Program Review Productivity and Quality Enhancements. Through the Program Review process, colleges evaluate their offerings based on need, quality, and cost. Occupational programs are reviewed according to an established schedule to allow for comparisons across related programs. All instructional, student service, and academic support programs must be reviewed within a five-year time frame.

During fiscal year 1996, community colleges reviewed a total of 737 occupational, 166 academic, 52 developmental and adult education, 103 student and academic support, and 27 other programs. As a result of the process among occupational programs, 553 were continued with minor improvements, 42 were significantly modified, 63 were scheduled for further review and 79 were identified for withdrawal. Rationale frequently cited by the colleges for program elimination included changes in employment demand, technological shifts, program consolidation, low enrollments, high costs, or lack of essential faculty/staff/equipment.

Instructional PQP/Program Review section analyses include an overview of the area; an examination of any related low enrollment programs; and provide information about programmatic strengths, planned improvements, and innovations. During fiscal year 1996, colleges reported implementing nearly 800 initiatives aimed at enhancing instructional program quality and cutting costs. Initiatives aimed at improving instructional productivity and quality at the colleges resulted in an estimated $3.7 million in reallocations this year and projected reallocations of $4.8 million over the next five years. These improvements and cost savings have been incorporated into the discussion of planned improvements and innovations related to each program area. Occupational programs with substantial numbers of students who transfer to four-year colleges and universities provided information about planned enhancements to help students with an interest in transfer.

Overall Academic Program Productivity and Quality Improvements. Colleges identified over 225 initiatives aimed at enhancing the college's overall academic program. These initiatives impact multiple areas of the college. College actions resulted in nearly $2.6 million in short-term reallocations and a projected $9.0 million in long-term reinvestments. Major initiatives cited by the colleges included professional development programs, distance learning technology, continuous quality improvement programs, revising academic calendars and course schedules to accommodate students and better meet their needs, and reorganizing and modifying staffing patterns.

Administrative Productivity and Quality Improvements. Over 350 initiatives were cited to improve the administrative functioning of the colleges. Approximately $5.1 million in short-term reallocations and an estimated $15.7 million in long-term reallocations were identified. In anticipation of and response to changing times and conditions, the colleges are undertaking the following administrative adjustments: revising administrative duties and responsibilities, enhancing administrative computing and campus networking, improving facilities and building maintenance, intervening to control energy consumption, and acting to contain rising insurance and health care costs.

Public Service Productivity and Quality Improvements. Colleges described over 150 public service productivity enhancements and quality improvement initiatives which resulted in $700,000 in short-term reallocations and $2.2 million in projected reallocations during the next five-years. Public service programs consist of noncredit instruction and activities such as workshops, seminars, forums and exhibits. Public service courses are an important component in the mix of offerings provided by comprehensive community colleges since they supply opportunities for community outreach and meet identified enrichment needs of area residents. Community colleges reported the following actions to improve their public service function: deleting offerings that are no longer viable, putting a priority on making these programs self-sufficient, emphasizing computer training to meet community interests, making use of telecommunications technology as a delivery mode, providing an additional outlet for the Arts, enhancing literacy training, business and industry programming, and providing a variety of services to youth and adults.

Student and Academic Support Service Productivity and Quality Improvements. Colleges identified over 425 initiatives directed at improving the quality and productivity of student and academic support programs and services. These initiatives resulted in an estimated $790,000 in annual reallocations and a projection of nearly $1.6 million in long-term reallocations.

State-Level Initiatives. During fiscal year 1996, several initiatives pertaining to accountability and productivity were conducted by the Illinois Community College Board. Summaries of initiatives such as the Illinois Community College Board Goals and Objectives, Access and Opportunity Task Force, Uniform Financial Reporting System Development Programming, Study of Pre-College Level Instruction, Nonreturning Student Survey, and others are provided.

Illinois' 49 public community colleges blanket the state and cost-effectively deliver high-quality programs and services to the citizens of Illinois. Community colleges focus on instruction and the interchange of ideas which occurs in the teaching and learning process. They are locally controlled institutions with a strong link to the communities they serve. Community colleges work with area educational, business, industry, and government partners to meet the unique needs of their communities. In a recent speech, President Clinton recognized the importance of making a community college education widely accessible to allow people to gain the skills and knowledge for advancement.

> "...the community college is the institution in America which most clearly reflects how we ought to be organized, how we ought to work together, and what we ought to be trying to do as we move this country into the 21st century...This country would work better if it worked more like a giant community college.....The critical thing..is to make two years at a community college as universal an experience as graduation from high school is now." (President Clinton, Community College Times, July 30, 1996)

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Appendix A

COMMUNITY COLLEGE PROGRAM REVIEW SUMMARY TABLES

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1996

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Belleville	21	6	2	3	1	0
Black Hawk	22	4	0	0	0	1
Chicago	-	-	-	-	-	-
Daley	5	3	0	0	0	0
Kennedy-King	34	0	0	2	0	1
Malcolm X	6	2	2	1	3	0
Olive-Harvey	3	2	3	0	0	3
Truman	8	1	2	0	0	1
Washington	18	0	0	0	2	0
Wright	1	5	1	1	0	0
Danville	11	1	1	1	2	0
DuPage	44	7	0	0	2	1
Elgin	20	3	0	1	0	0
Harper	45	4	0	2	6	0
Heartland	5	5	0	0	1	1
Highland	10	1	0	3	2	0
IL Central	21	2	0	7	2	5
Illinois Eastern	-	-	-	-	-	-
Frontier	1	1	0	0	0	0
Lincoln Trail	6	1	0	1	0	1
Olney	6	1	0	0	0	0
Wabash	8	1	0	0	0	0
IL Valley	12	6	0	0	0	0
Joliet	25	9	4	4	1	0
Kankakee	8	2	6	0	0	0
Kaskaskia	9	0	0	0	0	0

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1996

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Kishwaukee	16	0	0	0	1	0
Lake County	24	6	0	1	2	1
Lake Land	12	8	0	1	0	0
Lewis & Clark	12	1	1	2	2	0
Lincoln Land	19	7	1	0	0	4
Logan	14	1	2	0	0	0
McHenry	12	0	0	2	0	1
Moraine Valley	7	10	0	5	3	0
Morton	5	3	2	2	1	0
Oakton	16	19	0	3	3	0
Parkland	15	8	0	0	0	0
Prairie State	24	1	0	0	1	0
Rend Lake	9	2	4	2	2	2
Richland	11	2	2	1	2	0
Rock Valley	36	2	2	3	1	0
Sandburg	9	1	1	0	0	0
Sauk Valley	4	4	0	1	0	0
Shawnee	9	1	2	0	1	2
Southeastern	14	3	3	2	0	0
South Suburban	16	2	0	1	0	0
Spoon River	6	3	6	2	0	0
State	48	5	3	0	3	0
Triton	29	4	2	0	0	2
Waubonsee	19	4	0	2	1	0
Wood	2	2	0	1	1	0
TOTALS	737	166	52	57	46	26

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1996 REVIEWS OF OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Belleville	21	9	0	12	0
Black Hawk	22	13	1	3	5
Chicago	-	-	-	-	-
Daley	5	2	0	3	0
Kennedy-King	34	23	5	0	6
Malcolm X	6	6	0	0	0
Olive-Harvey	3	3	0	0	0
Truman	8	8	0	0	0
Washington	18	10	4	1	3
Wright	1	1	0	0	0
Danville	11	9	0	2	0
DuPage	44	43	0	0	1
Elgin	20	17	2	0	1
Harper	45	36	1	7	1
Heartland	5	5	0	0	0
Highland	10	5	2	2	1
Illinois Central	21	15	1	4	1
Illinois Eastern	-	-	-	-	-
Frontier	1	1	0	0	0
Lincoln Trail	6	4	0	0	2
Olney	6	3	0	3	0
Wabash Valley	8	6	0	2	0
Illinois Valley	12	12	0	0	0
Joliet	25	25	0	0	0
Kankakee	8	8	0	0	0
Kaskaskia	9	9	0	0	0
Kishwaukee	16	14	1	0	1

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1996 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Lake County	24	16	0	8	0
Lake Land	12	12	0	0	0
Lewis & Clark	12	10	2	0	0
Lincoln Land	19	18	0	0	1
Logan	14	9	1	1	3
McHenry	12	10	2	0	0
Moraine Valley	7	6	0	1	0
Morton	5	3	0	0	2
Oakton	16	15	0	0	1
Parkland	15	9	2	3	1
Prairie State	24	6	9	4	5
Rend Lake	9	6	3	0	0
Richland	11	10	1	0	0
Rock Valley	36	28	0	0	8
Sandburg	9	8	0	1	0
Sauk Valley	4	4	0	0	0
Shawnee	9	8	0	0	1
South Suburban	16	12	1	0	3
Southeastern	14	12	0	2	0
Spoon River	6	4	0	0	2
State	48	15	1	4	28
Triton	29	28	0	0	1
Waubonsee	19	16	3	0	0
Wood	2	1	0	0	1
TOTALS	737	553	42	63	79

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1996

District/College	Program Title	CIP
Black Hawk	Business Management AAS	520201
	Small Business Management AAS	520701
	Small Business Management Certificate	520701
	Fashion Merchandising AAS	080102
	Marketing and Retail Management AAS	520201
Chicago Kennedy-King	Social Service Community Aide AAS	440701
	Social Service Community Aide Certificate	440701
	Social Service Aide-Youth AAS	440701
	Social Service Aide-Youth Certificate	440701
	Recreational Leadership AAS	310301
	Recreational Leadership Certificate	310301
Chicago Harold Washington	International Business AAS	521101
	2 Real Estate Certificates	521501
DuPage	Therapeutic Recreation Assistant Certificate	310301
Elgin	Nanny Profession Certificate	200202
Harper	Phlebotomist Certificate	512602
Highland	HMI Business Management Certificate	520204
Illinois Central	Real Estate Certificate	521501
Illinois Eastern Lincoln Trail	Petroleum Technology AAS	150903
	Petroleum Drilling Technology Certificate	150903
Kishwaukee	Diesel Equipment Repair Certificate	470605
Lincoln Land	Teacher Aid Certificate	131501
Logan	Welding Certificate	480508
	Drafting Certificate	480105
	Electronic Equipment Repair Certificate	470101
Morton	Real Estate Certificate	521501
	Real Estate AAS	521501
Oakton	Personnel Management Certificate	521001
Parkland	Real Estate AAS	521501
Prairie State	Aviation Pilot Training AAS	490102
	Hospitality Services Certificate	520902
	Machine Repair Apprentice Certificate	470303
	Real Estate Certificate	521501
	Teacher Aide AAS	131501

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1996

District/College	Program Title	CIP
Rock Valley	Hospitality Program AAS	520902
	Hospitality Management Certificate	520902
	Global Business/International Trade AAS	521101
	Real Estate AAS	521501
	2 Real Estate Fundamentals Certificates	521501
	2 Real Estate Office Certificates	521501
Shawnee	Diesel Technology Certificate	470605
South Suburban	Welding Process Certificate	480508
	Mental Health AAS	511502
	Real Estate AAS	521501
Spoon River	Basic Auto Technology Certificate	470604
	Advanced Auto Technology Certificate	470604
State	Hotel-Motel Management Certificate	520902
	Real Estate Certificate	521501
	Computer Operator Certificate	521205
	Data Entry Certificate	520407
	General Clerical Certificate	520408
	Stenography Certificate	520401
	Fire Science AAS	430201
	Fire Science Certificate	430201
	Law Enforcement AAS	430109
	Law Enforcement Certificate	430109
	Family/Social & Community Development AAS	440701
	Small Engine Repair Certificate	470606
	Construction Management Technology AAS	520205
	Construction Management Technology Certificate	520205
	Air Conditioning and Heating Certificate	470201
	Brick Masonry Certificate	460101
	Building Maintenance Certificate	460401
	Construction Carpentry Certificate	460201
	Construction Electrician Certificate	460302
	Plumbing Certificate	460501
	Custodial Service Certificate	200604
	Electronics Technology Certificate	150303
	Electronics (Radio and Television) Certificate	470103
	Sheet Metal AAS	480506
	Sheet Metal Certificate	480506
	Welding Certificate	480508
	Drafting (Architectural) Certificate	480102
	Drafting (Mechanical) Certificate	480105
Triton	Entrepreneurial Certificate	520701
Wood	Agricultural Equipment Technology Certificate	010201